REPORT RESUMES

ED 016 749 UD 005 460

MULTIPLE ACTIVITIES PROGRAM, ESEA TITLE I, SEPTEMBER 1966 TO SEPTEMBER 1967, AN EVALUATION.

NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN
OMAHA PUBLIC SCHOOLS, NEBR.

PUB DATE 67
EDRS PRICE MF-$1.00 HC-$10.52 261P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *COMPENSATORY EDUCATION PROGRAMS, *PROGRAM EVALUATION, *DATA, STUDENT ENROLLMENT, FEDERAL PROGRAMS, SPEECH THERAPISTS, DROPOUTS, PERSONNEL, FACILITY EXPANSION, TUTORING, REMEDIAL READING, PSYCHOLOGICAL SERVICES, COMMUNITY COORDINATORS, RESOURCE CENTERS, CURRICULUM PLANNING, INSERVICE TEACHER EDUCATION, SPECIAL EDUCATION, LIBRARY SERVICES, OMAHA, NEBRAKSA, ESEA TITLE 1, MULTIPLE ACTIVITIES PROGRAM

THE MULTIPLE ACTIVITIES PROGRAM, A COMPREHENSIVE COMPENSATORY EDUCATION PROJECT FOR DISADVANTAGED YOUTH, IS EVALUATED IN THIS REPORT. THE BASIC DATA IN THE FIRST SECTION DESCRIBES THE NUMBER OF THE PROJECT'S PUBLIC AND NONPUBLIC SCHOOL PARTICIPANTS, PROJECT PERSONNEL, DROPOUTS, STUDENTS CONTINUING THEIR EDUCATION BEYOND HIGH SCHOOL, AND THE PROJECT'S COORDINATION WITH OTHER FEDERAL PROGRAMS AND WITH COMMUNITY ACTION PROGRAMS. IN AN ADDITIONAL SECTION THE PROJECT'S 18 DIFFERENT ACTIVITIES ARE DESCRIBED AND EVALUATED. THESE ACTIVITIES INVOLVED EXTENDED USE OF STAFF AND FACILITIES, VOLUNTEER TUTORING, REMEDIAL READING, PSYCHOLOGICAL SERVICES, COMMUNITY AIDES, ENRICHMENT, VISITING TEACHERS, PROGRAMS FOR ACOUSTICALLY AND VISUALLY HANDICAPPED STUDENTS, CURRICULUM CONSULTANTS, CHILD AND YOUTH STUDY INSERVICE TEACHER TRAINING, TEACHER CONSULTANTS, SPECIAL EDUCATION, LIBRARY SERVICES, SPEECH THERAPISTS, EVALUATION, DISSEMINATION OF PROJECT INFORMATION, AND A MEDIA CENTER. THE MEDIA CENTER, WHICH WORKED TO ACQUAINT TEACHERS WITH INNOVATIONS IN TEACHING METHODS AND MATERIALS, IS NOTED AS HAVING BEEN PARTICULARLY SUCCESSFUL. IT IS FELT THAT THE PROGRAM EFFECTIVELY MET ITS STATED GOALS, ALTHOUGH THE REPORT CONTAINS NO EVALUATION DATA. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

IS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
ERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
ATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
OSITION OR POLICY.

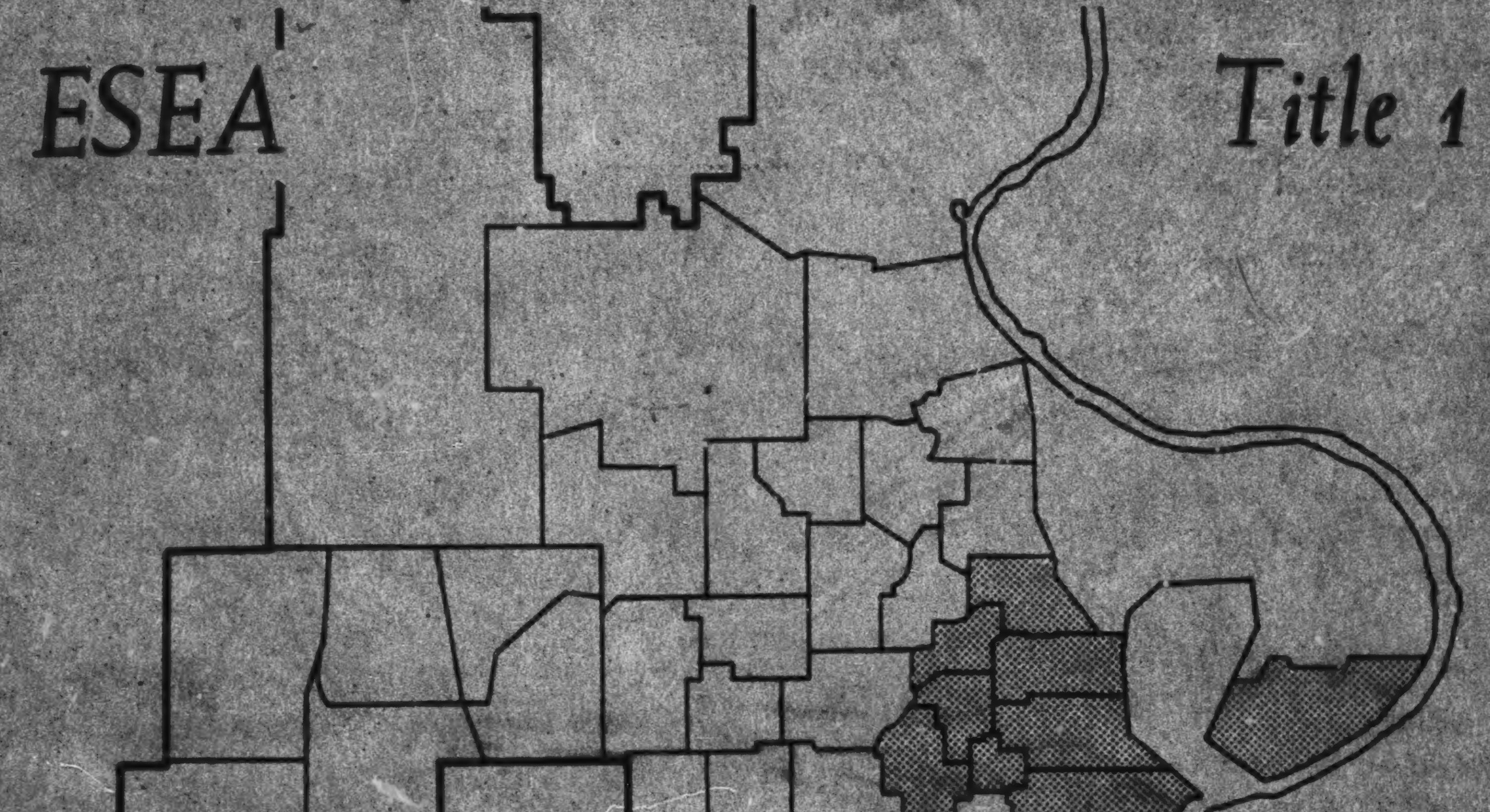
05460

ED016749

OMAHA PUBLIC SCHOOLS

Multiple Activities Program

ESEA Title 1



AN EVALUATION

September 1966 to September 1967

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

Of

1967

Title I Projects

Elementary and Secondary Education Act of 1965

Public Law 89-10

State of Nebraska
Department of Education
State Capitol
Lincoln, Nebraska

THIS REPORT IS DUE ON OR BEFORE OCTOBER 15

67/288

CONTENTS

PART		PAGE
Part I	Basic Data	1
Part II	Program Evaluation	
Activity #25	Media Center	7
Activity #26	Extended Use of Staff and Facilities	23
Activity #27	Volunteer Tutoring Program	81
Activity #28	Remedial Reading Program	85
Activity #29	Supporting Psychological Services	98
Activity #30	Community Aides	141
Activity #31	Enrichment Program Field Trips and Visitations	143
Activity #32	Visiting Teachers	157
Activity #33	Acoustically Handicapped	159
Activity #34	Visually Handicapped	161
Activity #35	Curriculum Consultant	163
Activity #36	The Child and Youth Study In-Service Training Program	206
Activity #37	Teacher Consultants	224
Activity #90	Director of Special Education	228
Activity #91	Improvement of Library Services	230
Activity #93	Speech Therapists	234
Activity #94	Evaluation	236
Activity #94	Dissemination	238
	Project Evaluation	241
	Statistical Information	252

INSTRUCTIONS FOR TITLE I 1967 EVALUATION FORMS

PART I-BASIC DATA

Return two completed copies to the State Agency by Oct. 15, 1967.

Page 1 Column (1)	Enter the numbers of the approved 1967 projects. Note the place to record the amount of project approval.
Column (2)	This is the same as Part I, Item I of the project application.
Column (3), (4), (5)	Enter the number of participants per project. This is not expected to be an unduplicated count.
Column (7)	Enter the number of participants who participated in more than one project.
Column (8)	These numbers represent the number of different children who participated in all of the projects. This is an unduplicated count.
Page 2	Enter the number of staff members in the same manner as you did on the project application forms. Note the distinction between staff members recruited from the present staff and those new to the system.
Page 3	Administrators are encouraged to answer the questions on page three as specifically as possible. Question seven is particularly important. Use additional pages as necessary.
Page 4	Administrators are obligated to investigate all sources of assistance for Title I participants. A few of them are listed here. Be as specific as possible.
Page 5	The attendance figures refer to the entire school population and not just the participants in Title I projects.
Page 6	The two tables on page six refer to the entire school population and not just to the participants in Title I projects. Only Title I schools are listed in the second chart on page six because only Lincoln and Omaha in Nebraska have more than one high school in the school district. They will be asked to submit a separate detailed breakdown of their high school graduates.

LOCAL EDUCATIONAL AGENCY EVALUATION REPORT

Part I Basic Data

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY

State Code	County Code	LEA Code	Census Bureau Classification
37			

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

LOCAL EDUCATIONAL AGENCY PROJECT (S)

State Project Number	Brief Description	Participants			
		Pub	Non-Pub	Other	Total
(1)	(2)	(3)	(4)	(5)	(6)
67-067 Amount Approved $808,010	Multiple Activities Program	13,546	1,184	Institutions 1,157	15,887
67- Amount Approved					
67- Amount Approved					
(7) Less the number of participants in more than one LEA Project(s)					
(8) Total unduplicated count of participants in all LEA Project(s)		13,546	1,184	1,157	15,887

Legal Name of Local Educational Agency Omaha Public Schools	Mailing Address 3902 Davenport St. Omaha, Nebr. 68131
Name and Title of Authorized LEA Representative Don Warner, Assistant Superintendent	Telephone 402 556-6600
Signature	Date

PART I BASIC DATA

PROJECT PERSONNEL

Enter the number of staff members who received salary payments from Title I funds for services performed on 1967 projects.

Major Activity Assignment	No. of Staff			
	More Than Half-Time		Half-Time or Less	
Teacher	From Present Staff	New To System	From Present Staff	New To System
Pre-Kindergarten			15	
Kindergarten			17	1
Elementary			253	38
Secondary			11	
Handicapped	11	1		
Teacher Aid				
Librarian	8	8		
Supervision-Administration	12			
Clerical	6	2		
Counseling, Psychologists or Testing	6	6		
Social Worker-Attendance				
Nurse	2			
Physician				
Dental				
Other				
TOTAL	45	17	296	39

Were there any projects that you were unable to activate because of a lack of trained personnel? Yes____ No x If so, what type of personnel?

Check the methods of expanding and extending the current staff resources for Title I Projects.

x a) In-service training of current staff (workshops, etc.) If Title I personnel participated in any in-service activities, please describe and evaluate these activities. Enclose your comments on a separate sheet of paper.

(Refer to the In-Service project)

x b) Extended time of current staff
  x 1) after school hours
  x 2) on Saturdays
  x 3) summer school

x c) Use of non-professional, non-certified persons in school (teacher aids, etc.)

____d) Other (specify)

PART I BASIC DATA

PARTICIPATION BY NON-PUBLIC SCHOOL CHILDREN IN TITLE I PROJECTS

1. **Name of non-public school(s) in your district.**
Holy Angels, Sacred Heart Elementary, Sacred Heart Secondary, Sharon, St. Anthony, St. Benedict, St. John

2. **Name of principal (contact person).**
Sr. M. Gennara, Sr. Marianna, Sr. Theophila, Mrs. Margaret Thompson, S. M. Annunciata, Sr. M. Joanna, Sr. Geraldine Marie

3. **Public school enrollment.**
13,577

4. **Non-public school enrollment.**
2,291

5. **Unduplicated count of public school students participating in Title I projects.**
13,577 (Primarily through Media Center)

6. **Unduplicated count of non-public school students participating in Title I projects.**
Non-Public 2,291 (Primarily through Media Center)
Institutional 1,157 (Primarily through Media Center)

7. **Comment briefly on the manner in which the needs of the educationally deprived children attending the non-public school were determined.**
Two meetings with non-public school people to determine needs, programs, and implementation.
Two meetings with Institutional agencies to determine needs, programs, and implementation.

8. **What success have you experienced in developing and implementing projects that involve non-public children?**
Good participation in Media Center, Extended Use of Staff and Facilities, Volunteer Tutoring, Enrichment (Field Trips and Visitation).
Limited participation in Child Study and Library Services program.
Some participation in the Special Education programs.

9. **What problems have you experienced in developing and implementing projects that involve non-public school children?**
No problem developing programs in which the non-public school child can participate.
There is difficulty in communicating to the non-public schools how they can use these programs.

10. **List and briefly describe any suggestions or recommendations for revising the legislation concerning public and non-public school participation.**
If the original guide lines in Public Law 89-10 were followed, the public schools would experience no problem in the provision of non-instructional services for non-public schools. The major handicap in providing services for non-public schools is that the state law prohibits many things as outlined in Public Law 89-10.

11. **Comments.**

PART I BASIC DATA

TITLE I ACTIVITIES AND THOSE OF OTHER FEDERAL PROGRAMS

If your Title I activities were supplemented by any of the Federal Programs listed below, please check and indicate specifically the component supported by that program.* If necessary, use additional pages.

x (1) ESEA, Titles II, III, IV, and V.

Library services are supplemented by Title II.
Health services are supplemented by Reading Clinic developed under Title III.
Psychological Services and the Reading Clinic are allied.

x (2) U.S. Department of Agriculture Food Program.

Federal lunch program is in all of the schools in the Title I areas.

x (3) Neighborhood Youth Corps.

These youngsters work in our Media Center, Library Program, and Psychological Services.

____ (4) Job Corps.

x (5) Welfare Administrative Programs.

Douglas County Assistance Bureau assists with the Federal Lunch Program in #2.

x (6) Social Security Act, Title 19, Medical Aid to Indigent Families.

Through the University of Nebraska Medical Center we receive health services for children in this area.

*Example: Elementary school reading program in which Title I provided instruction in remedial reading and library techniques; Title II, ESEA, provided library books.

COORDINATION OF TITLE I AND COMMUNITY ACTION PROGRAMS

(1) Name of the Community Action Agency in your area.

Greater Omaha Community Action

(2) Name and address of contact person.

Mr. Kenneth Shearer
1802 Dodge Street, Omaha, Nebraska

(3) Is there an approved Community Action Program in your school district?

x yes ____ no

(4) If yes, what is the nature of the program?

Large Day Care Center and two small Headstart Programs.

(5) If the Community Action Program supplemented Title I activities, please explain the component supported by each.

None except in Neighborhood Youth Corps during summer.

(6) Describe successes or difficulties.

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP FOR TITLE I AND NON-TITLE I SCHOOLS

	1964 - 1965 If Possible				1965 - 1966 If Possible				1966 - 1967				1967	
	Title I* Schools		Non-Title I Schools		Title I* Schools		Non-Title I Schools		Title I* Schools		Non-Title I Schools		Summer	
Grade	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM
12	373.5	409.8	2672.2	2830.2	394.1	431.7	2598.1	2753.2	348.2	380.6	2748.1	2918.7		
11	448.0	489.5	2825.5	3005.5	391.8	430.5	3015.8	3205.9	332.1	372.1	2968.3	3156.9		
10	507.5	564.2	3239.6	3424.5	416.0	466.1	3240.6	3439.5	436.5	486.2	3472.5	3683.2		
9	729.9	798.3	2325.2	2441.1	741.4	821.8	2528.5	2660.6	720.5	802.4	2590.9	2717.7		
8	819.7	894.7	2589.0	2707.0	731.4	799.6	2720.5	2871.7	785.6	864.4	2803.7	2940.5		
7	790.8	852.3	2690.5	2811.2	831.8	902.6	2731.9	2869.3	788.2	860.6	2991.0	3122.2		
6	867.2	923.4	3019.5	3149.9	857.4	905.0	3076.2	3210.3	768.9	807.9	3244.4	3367.3		
5	932.8	985.8	3137.1	3267.9	854.7	903.7	3233.8	3374.1	918.9	964.8	3294.2	3415.8		
4	946.6	1001.8	3325.9	3468.1	1027.7	1082.8	3262.7	3409.6	986.3	1034.0	3497.2	3626.9		
3	1119.3	1180.6	3361.4	3527.2	1123.3	1188.1	3409.5	3574.7	1082.9	1139.6	3432.7	3564.2		
2	1179.9	1250.0	3524.6	3709.1	1161.4	1230.7	3507.4	3696.5	1150.4	1207.6	3705.8	3848.4		
1	1299.0	1373.7	3724.7	3988.0	1273.3	1364.1	3768.2	3999.5	1258.0	1337.7	3930.8	4116.0		
K	1362.7	1504.8	5083.3	5506.8	1317.9	1442.7	5263.1	5659.9	1220.2	1327.5	5418.8	5745.7		

Title I schools are those schools within the school district who conducted or participated in a Title I project. Non-Title I schools are all other public schools in the district. ADA and ADM are calulated in the same manner as for other required state reports. In order to arrive at long-term comparison it is necessary that all schools complete this table regardless of grades involved in project. *If one-third or more of the student enrollment in a Title I school participated in Title I programs, please append a list of these schools.

PART I BASIC DATA

DROPOUTS OF TITLE I SCHOOLS AND NON-TITLE I SCHOOLS

Enter the number of dropouts per grade, per year

	If Possible 1964-1965		If Possible 1965-1966		1966-1967	
Grade	Title I Schools	Non-Title I Schools	Title I Schools	Non-Title I Schools	Title I Schools	Non-Title I Schools
12					54	207
11					128	297
10	579	745	481	796	173	255
9					152	84
8					48	20
7					24	11
Other K-6	-0-	-0-	-0-	-0-	-0-	-0-
End of yr. enrollment	13,585	47,660	*14,424 13,047	48,712	**15,088 12,747	50,386
No. of schools	17	76	18	79	18	79

Title I schools are those schools within the school district who conducted or participated in a Title I project. Non-Title I schools are all other public schools in the district. Dropouts are calulated in the same manner as for other required state reports. In order to arrive at long-term comparison it is necessary that all schools complete this table regardless of grades involved in project.

* Includes 1377 in 6 Parochial Schools.

** Includes 1184 in 6 Parochial Schools and 1157 in 5 Institutions.

NUMBER OF STUDENTS IN TITLE I PROJECT HIGH SCHOOLS CONTINUING EDUCATION BEYOND HIGH SCHOOL

	If Possible 1964-1965	If Possible 1965-1966	1967
	Title I Schools	Title I Schools	Title I Schools
Number of Graduates	393	421	348
Number of Graduates Continuing Education	*87	**102	(Not Available) ***130
Number of Schools	1	1	1

A student is considered to continue his education if he enters one of the following on either a full or part-time basis: Post-Graduate High School Course, Junior College, College or University, a Vocational, Commerical, or Technical Institute, or a Nursing School.

* An approximation from a study that contained several inconsistancies.

** 9% or 38 graduates not contacted.

*** Estimated on basis of student reply to questionaire prior to graduation.

Page 5----Last Column........................

The ADA and ADM figures for Summer school, 1967, are not available. However, the following is a general summary of the program that may have meaning for this report. The figures given are enrollments for first day of school.

Secondary enrollments:

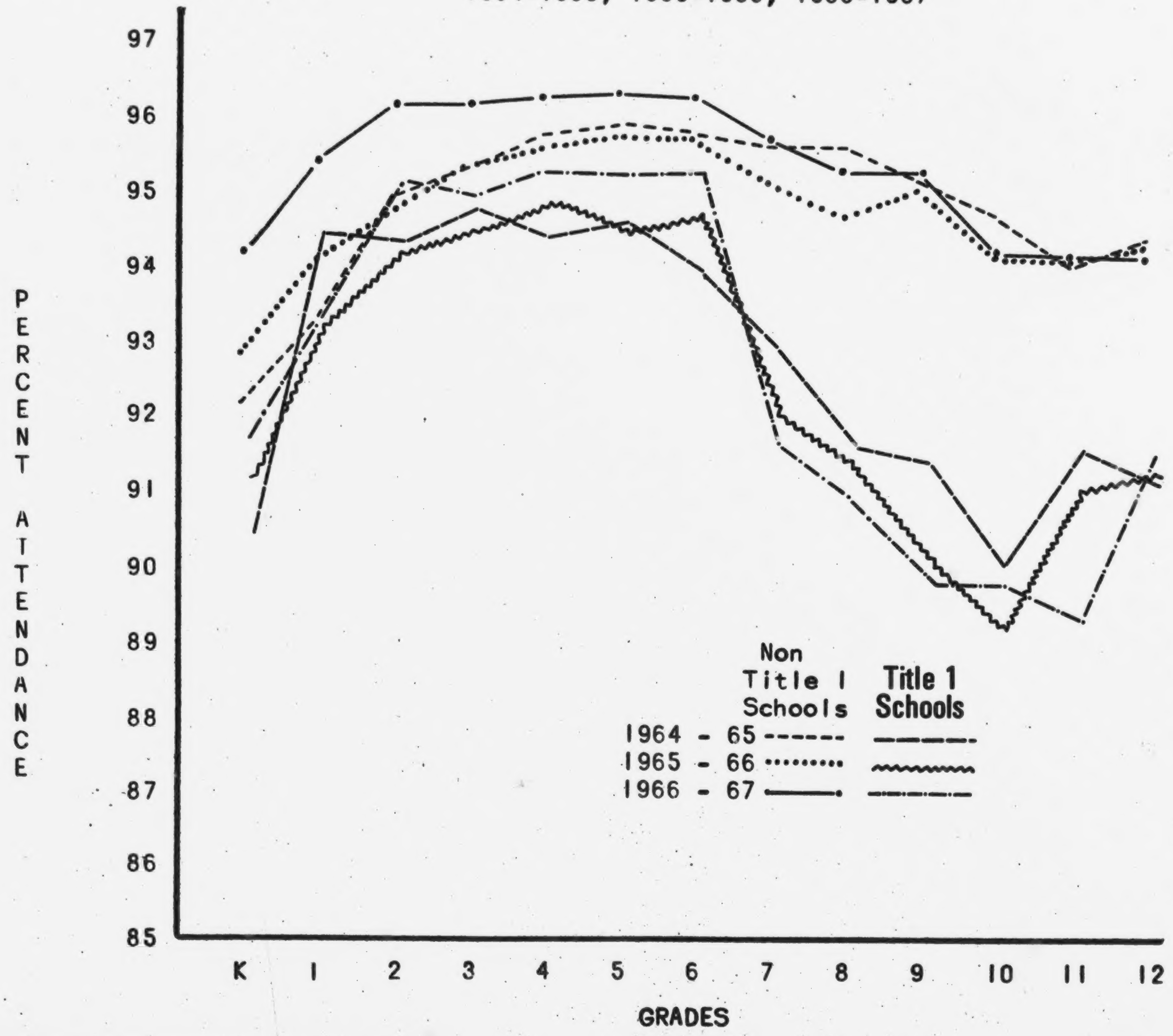
Central High School	2,436
Junior High School	1,181
Driver Education	651
Instrumental Music	1,070
All-City Band	47
All-City Orchestra	53
Ballet	37
*Swimming	5,568 (All ages included)
Sports	168
Gymnastics	90
TOTAL	11,301

Elementary Enrollments:

First Grade	59
Second Grade	432
Humanities	18
Economics	15
Art	754
Spanish	325
French	75
German	40
Reading	1,856
Mathematics	1,820
Speech Therapy	150
TITLE I	3,980
	9,524

PERCENT OF ATTENDANCE OF STUDENTS IN OMAHA PUBLIC SCHOOLS

1964-1965, 1965-1966, 1966-1967



INSTRUCTIONS
FOR
TITLE I
1967 EVALUATION FORMS
PART II-PROGRAM EVALUATION

Page 1 An evaluation is required for each activity listed in Part II, Item 11 of the project application. Consequently, it will be necessary to complete a page one and two for each of these activities.

Note that in question six you are just asked to check the appropriate square. It isn't necessary to list the number of each category.

Page 2 Question 7. The resume should be in terms of the procedures (method, materials, equipment, organization, etc.) used to meet the needs of the educationally deprived children identified in Part I, Item 7 of the project application. Please give enough of a detailed description so that a school planning a similar activity may use yours as a model.

Question 8. Your summary and conclusions should be based upon the instruments, devices, and procedures as stated in Part II, Items 10 and 13 (c) of the project application. Where appropriate, attach documentation for your conclusions. If your project has only one activity, use page four, rather than this space, for your summary and conclusions.

*Note the sheet of instructions for reporting standardized test results.

Page 3 This page is to be completed for each project. Since the aim of Title I programs is to effect changes in the behavior, or in the level of achievement of educationally deprived children through carefully conceived projects, the main focus of evaluation should be upon what happens to the pupils. These changes should be reflected in each project evaluation.

Page 4 Schools who had more than one project complete this page.

Page 5 Since many schools are using innovative methods to teach the educationally deprived child, it would be anticipated that some of the outcomes would be unexpected.

The objective results of standardized tests are an integral part of the evaluation form presented here. In projects such as Cultural Enrichment, Guidance, Speech Therapy, etc., it isn't always possible to obtain such results. In lieu of this data, the local educational agency will probably have to rely on student and parent questionnaires, teacher ratings, appeal to authority (specialists) anecdotal records, etc., to substantiate the statements made in the project summaries and conclusions. If possible, summarize your findings and record the results in tables and charts. Append a copy of all locally devised tests and questionnaires.

PART II PROGRAM EVALUATION 1.

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. Project Number 67-067 Activity Media Center

2. Length of time of activity in months 12 months

Beginning Date September 1, 1966 Ending Date August 31, 1967

3. Estimated cost of this activity or service 125,8[illegible]

4. Indicate the number of students participating in this activity by grade level:

Preschool	219	3.	1350	7.	1019	11.	708
Kindergarten	1513	4.	1257	8.	967	12.	641
1.	1560	5.	1111	9.	1008	Ungraded	156
2.	1384	6.	1176	10.	773	Total	14537

5. Number of staff involved in this activity: Full Time 7 Half Time 1

6. What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.

1. To provide instructional materials.

2. To improve the use of materials by students, teachers and supervisors.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.	X			X		
Kindergarten	X			X		
Grades 1-3	X			X		
Grades 4-6	X			X		
Grades 7-9		X			X	
Grades 10-12		X			X	

* Little or no progress above that normally expected for this group.

PART II PROGRAM EVALUATION

PROJECT EVALUATION (CON'T)

7. **Give a brief resumé of this activity. (Please see instructions)**

The Title I Media Center provides instructional materials of all kinds to the teachers and students in the Title I schools of Omaha. The instructional material which we supply includes:

1. Audio-Visual equipment of all kinds which we stock and distribute on request of the Principal.
2. A collection of film strips, records, study prints, and transparencies, which we supply to every school.
3. Printed material of all kinds which we do for all teachers by request.
4. Graphic material such as bulletin board items, drawings, and games.
5. Material which we mount or laminate or punch and bind for teachers.
6. Special supplementary items which we purchase for the school on request. This includes many manipulative items for the children, and special material not supplied by the regular school budget.

A cooperative effort was maintained with all Title I programs. All programs were informed of all available materials and services. Every program made use of the Media Center to develop materials, curriculum, and new ideas. Continual consultation with teachers, supervisors, principals, and program directors greatly strengthened the value of the Media Center.

8. **Summary and conclusions for this activity. (Please see instructions)**

The program made it possible for the teacher in the Title I school to have easy access to a vast variety of creative and attractive instrutional materials which are not supplied to schools by the regular school budget.

Valuable instruction materials were created and duplicated upon the teachers request. A more professional and more efficient job was done, and a great deal of time was saved for the teacher.

The services the program provided has been enthusiastically received by teachers and children. The program has been of great value to the Title I area and the program will be refined and expanded for the schools in the future.

(Refer to supplementary pages for evaluation conducted this year.)

The following material is quoted from a study made by Mrs. Clara Thoren Rottmann, "A Survey of the Attitudes of Elementary Classroom Teachers Toward the Use of Media".

CHAPTER III
ANALYSIS OF THE DATA

Questionaires were returned by 209 elementary classroom teachers, K-6, in the fourteen schools surveyed.

It was decided that if 60% or more of the respondents reacted to a statement in a positive way, this statement would be regarded as representing a positive attitude. Statements receiving less than 60% positive reaction were regarded as neutral statements. Negative responses were not analyzed.

A. Teacher Category

Question 1: By using media do you find any significant change in your provision for the individual needs of your students?

83.1% of 130 respondents who had taught 1-10 years indicated a positive change due to the use of media together with 92.3% of 39 respondents who had taught 11-20 years and 77.8% of 27 respondents who had taught 21-30 years.

Positive changes due to the use of media were recorded according to grades as follows: Kindergarten - 77.8%; Grade One - 78.9%; Grade Two - 78.1%; Grade Three- 87.1%; Grade Four - 85.7%; Grade Five - 91.3% and the highest percentage in Grade Six - 92%.

In response to this question there was little difference between those who did have A-V College Training - 82.7% and those who did not have A-V College Training - 83.9%. There was a greater difference between those who had A-V In-Service Training - 84.9% and those who did not have A-V In-Service Training - 79%.

There was little difference in the percentage of positive response to this question between those who had used the filmstrip projector for the first time - 84.3% and those who either had used it before or who had never used it - 83%. Also, there was little difference between those who had used the tape recorder for the first time - 82.4% and those who either had used it before or who had never used it - 83.9%. Of prime importance in this survey was the first-time use of media.

The greatest difference in positive reaction was between those who had used the overhead projector for the first time - 87.8% and those who either had used it before or who had never used it - 79%.

Question 2: By using media do you find any significant change in your use of class time?

The greatest positive response came from the teachers who had taught 1-10 years - 71.5%; from the teachers of third grade - 80.6%; from teachers who had not had A-V College Training - 75%; and from those teachers who used the listening center for the first time - 75%.

Question 3: By using media do you find that it is possible to provide a wider variety of learning experiences for students in the classroom?

The greatest positive response came from the teachers who had taught 11-20 years - 97.4%; from the fifth and sixth grade teachers (100%); from teachers who had no A-V College Training 98.2%; and from those who used the filmstrip projector for the first time - 96.2%.

Question 4: Do you find that the library aide in your building facilitates your effectiveness in the use of media?

61.5% of teachers who taught 11-20 years indicated positive change together with 80% of the sixth grade teachers. However, percentages were below 60% for all other categories, the lowest being 42.7% positive change from those teachers who had either used the listening center previously or had never used it.

Question 5: Do you find that your own personal set of bibliographies of qvailable records, filmstrips, professional books, and magazines helps you to utilize media and make your lesson plans more realistic?

82% of teachers who had taught 11-20 years indicated positive change together with 80% of the sixth grade teachers. Least positive were the Kindergarten teachers with 50%. 75% of the teachers who had no A-V College Training and 70.4% of those who had had A-V In-Service Training responded positively. 71.3% of those who used the filmstrip projector for the first time, 68.9% of those who used the overhead projector for the first time, 69.8% of those who used the listening center for the first time reacted positively. The least positive were the Kindergarten teachers with 50% and those teachers who did not have A-V In-Service Training with 52.6%.

Question 6: By using media do you find any significant change in your teaching techniques in the classroom?

87.2% of teachers who had taught 11-20 years, 93.5% of third grade teachers, 89.2% of those with no A-V College Training, and 87.5% of those who used the listening center for the first time claimed the greatest positive change. There was no difference in the positive reaction from those who used the overhead projector for the first time and those who either had never used the overhead projector or who had used the overhead projector previously, 84%. There was very little difference in positiveness between those who had A-V In-Service Training - 84.4% and those who had no A-V In-Service Training - 84.3%.

B. Student Category

Question 1: Do you find that through the use of media the students are more easily motivated?

89.2% of teachers who taught 1-10 years indicated positive change together with 92.1% of first grade teachers, 89.3% of those who had no A-V College Training, and 94.6% of those who had no A-V In-Service Training.

Question 2: Do you find that learning experiences have been enriched and strengthened through student use of media in the classroom and/or library?

89.7% of teachers who taught 11-20 years indicated positive change due to student use of media together with 91.5% of teachers who used the overhead projector for the first time, 91.7% of teachers who used the overhead projector for the first time, 91.7% of those who used the filmstrip projector for the first time, 89.8% of those who had A-V In-Service Training and 92.9% of those who did not have A-V College Training. The highest percentage of positive change was claimed by sixth grade teachers with 96%.

Question 3: Do you find that your slower learners have progressed more rapidly as a result of increased use of media?

68% of the sixth grade teachers indicated a positive change; all other percentages were below 60%.

Question 4: Do you find that through the use of media the attention span of the student has lengthened?

Positive change was claimed by 60.7% of fourth grade teachers, 60.9% of fifth grade teachers, and 68% by sixth grade teachers. All other percentages were below 60%.

See Appendices for complete tallying and percentages of no change reactions due to the use of media and negative change reactions due to the use of media. For the purpose of this survey this data remains unanalyzed.

TABLE I

NUMBER OF YEARS' EXPERIENCE OF 209 TEACHERS IN TITLE I ELEMENTARY SCHOOLS, OMAHA PUBLIC SCHOOL, OMAHA, NEBRASKA

Years of Teaching	Number of Teachers	Years of Teaching	Number of Teachers
1	17	16	3
2	22	17	4
3	27	18	5
4	18	19	2
5	11	20	4
6	6	21	2
7	5	22	3
8	8	23	2
9	9	24	2
10	7	25	8
11	1	26	2
12	8	27	2
13	1	28	2
14	7	29	0
15	4	30	4
		No Response	13

TABLE II

GRADE TAUGHT	NUMBER OF TEACHERS
K	18
1	38
2	32
3	31
4	28
5	23
6	25
No Response	14

	Use of O/H Projector for first time (Respondents) No Response - 3		Use of Tape Recorder for first time (Respondents) No Response - 2		Use of Record Player for first time (Respondents) No Response - 2		Use of Listening Center for first time (Respondents) No Response - 7	
	Yes (106)	No (100)	Yes (51)	No (156)	Yes (52)	No (155)	Yes (96)	No (89)
A.								
1.	87.8	79	82.4	83.9	88.5	82.5	84.4	80.9
2.	70.8	72	68.6	72.4	67.3	73.5	74	63
3.	95.3	96	94.1	96.1	94.2	96.8	94.8	95.5
4.	58.5	52	49	57.1	53.8	55.5	57.3	42.7
5.	68.9	68	56.9	71.1	65.4	69.0	69.8	60.7
6.	84	84	78.4	85.3	80.8	85.2	87.5	78.7
B.								
1.	86.8	87	80.4	88.4	82.7	88.4	82.3	88.8
2.	91.5	87	88.2	89.1	88.5	89.7	87.5	87.6
3.	49.1	51	54.9	48.7	52	50.9	55.2	35.9
4.	56.6	52	56.9	52.6	50	55.5	57.3	42.7

14.

	A-V College Training (Respondents) No Response - 3		A-V Inservice Training (Respondents) No Response - 4		Use of F/S Projector for first time (Respondents) No Response - 1	
	Yes (150)	No (56)	Yes (186)	No (19)	Yes (108)	No (100)
A.						
1.	82.7	83.9	84.9	79	84.3	83
2.	68.7	75	70.4	7317	68.5	75
3.	94.7	98.2	96.2	100	96.2	95
4.	53.3	57.1	55	52.6	51.8	58
5.	66.7	75	70.4	52.6	71.3	65
6.	82	89.2	84.4	84.3	81.5	86
B.						
1.	86.7	89.3	86.5	94.8	86.1	87
2.	88.7	92.9	89.8	89.5	91.7	86
3.	48	55.4	41.4	52.6	51.9	48
4.	55.3	67.9	54.3	52.6	52.8	55

Grade Taught
(Respondents)
No Response - 14

	K (18)	1 (38)	2 (32)	3 (31)	4 (28)	5 (23)	6 (25)
A.							
1.	77.8	78.9	78.1	87.1	85.7	91.3	92
2.	72.2	63.2	65.6	80.6	78.6	69.6	64
3.	88.9	97.4	93.7	96.8	92.8	100	100
4.	61.1	50	59.4	45.2	53.6	56.5	80
5.	50	57.9	71.8	71	67.9	73.9	80
6.	66.7	86.8	78.1	93.5	82.1	86.9	88
B.							
1.	83.3	92.1	81.2	87.1	85.7	91.3	88
2.	83.3	92.1	84.4	90.3	85.7	91.3	96
3.	44.4	42.1	50	58.1	50	52.2	68
4.	55.6	36.8	43.8	58.1	60.7	60.9	68

TABLE III

PERCENTAGE OF TEACHERS INDICATING POSITIVE CHANGE DUE TO USE OF MEDIA

Questionnaire A. Teacher Catgeory Questions:	Years of Teaching (Respondents) No Response - 13		
	1-10 (130)	11-20 (39)	21-30 (27)
1. By using media do you find any significant change in your provision for the individual needs of your students?	83.1	92.3	77.8
2. By using media do you find any significant change in your use of class time?	71.5	69.2	63
3. By using media do you find that it is possible to provide a wider variety of learning experiences for students in the classroom?	96.1	97.4	92.6
4. Do you find that the library aide in your building facilitates your effectiveness in the use of media?	54.6	61.5	40.7
5. Do you find that your own personal set of bibliographies of available records, filmstrips, professional books and magazines helps you to utilize media and make your lesson plans more realistic?	61.5	82	77.8
6. By using media do you find any significant change in your teaching techniques in the classroom?	85.4	87.2	74.1
B. Student Category			
1. Do you find that through the use of media the students are more easily motivated?	89.2	82.1	81.5
2. Do you find that learning experiences have been enriched and strengthened through student use of media in the classroom and/or library?	89.2	89.7	88.9
3. Do you find that your slower learners have progressed more rapidly as a result of increased use of media?	50	51.3	44.4
4. Do you find that through the use of media the attention span of the student has lengthened?	56.9	38.5	55.6

TABLE IV

A-V College Training

Yes	150	Respondents
No	56	Respondents
No Response	3	Respondents

A-V In-Service Training

Yes	186	Respondents
No	19	Respondents
No Response	4	Respondents

First-Time Use of Filmstrip Projector

Yes	108	Respondents
No	100	Respondents
No Response	1	Respondent

First-Time Use of Overhead Projector

Yes	106	Respondents
No	100	Respondents
No Response	3	Respondents

First-Time Use of Tape Recorder

Yes	51	Respondents
No	156	Respondents
No Response	2	Respondents

First-Time Use of Record Player

Yes	52	Respondents
No	155	Respondents
No Response	2	Respondents

First-Time Use of Listening Center

Yes	96	Respondents
No	89	Respondents
No Response	7	Respondents

CHAPTER IV
SUMMARY AND RECOMMENDATIONS

There is a wide range of suggestions which may be made from the data in this report. Generalizations and recommendations are listed consecutively.

The purpose of this study centered on five questions: (1) Do elementary teachers deem media valuable in furthering their competency in the classroom? (2) Do elementary teachers indicate change in activity and organization in the classroom when media is used? (3) Do elementary teachers indicate a positive pupil response when media is used? (4) Do elementary teachers indicate a positive feeling toward assistance provided by library aides in the use of media? (5) Do elementary teachers indicate an increase of individual student use of media?

1. 92.3% of those teaching 11-20 years think that there is a positive change in provision for individual needs of students due to the use of media. Positive change is also noted by 88.5% of those who used the record player for the first time this year and 84.4% of those who used the listening center for the first time this year. 92% of those teaching sixth grade and 84.9% of those who had in-service training feel a positive change likewise.

2. 100% of those teaching either fifth or sixth grade think it is possible to provide a wider variety of learning experience for students in the classroom due to the use of media.

3. 75% of those who had no A-V College Training think that their own personal set of bibliographies of available records, filmstrips, professional books and magazines helps them to utilize media and make lesson plans more realistic. 69.8% of those using the listening center for the first time this year feel likewise.

4. 93.5% of those teaching third grade think that there is a significant change in teaching techniques in the classroom due to the use of media. The same is true for 87.5% of those using the listening center for the first time this year.

5. 71.5% of those teaching 1-10 years think that there is a positive significant change in use of class time. 80.6% of those teaching third grade, 75% of those who had no A-V College Training, and 74% of those using the listening center for the first time also think likewise.

6. 89.2% of those teaching 1-10 years think that students are more easily motivated through the use of media. 92.1% of those teaching first grade agree.

7. 68% of those teaching sixth grade think that the slow learner progresses more rapidly as a result of increased use of media.

8. 68% of those teaching sixth grade find that the attention span of the student has lengthened through the use of media.

9. 61.5% of those teaching 11-20 years think that the library aide in the building facilitates their effectiveness in use of media. 80% of those teaching sixth grade feel likewise.

10. 96% of those teaching sixth grade think that learning experiences have been enriched and strengthened through student use of media. 89.8% of those with A-V In-Service training, 91.7% of those using the filmstrip projector for the first time this year and 91.5% of those using the overhead projector for the first time this year also agree.

11. 74.6% of the 209 elementary teachers had used the tape recorder previously or not at all, and 74.1% had used the record player previously or not at all. The survey was centered on the first-time use of this equipment.

Recommendations for the Administration of the School System:

1. That a survey staff be an integral part of the school administration and be augmented by the addition of specialists in education.

2. That a survey be conducted whenever the local school authorities have insufficient or unreliable data upon which to project their future plans and/or whenever it is expected that strong local opposition may defeat the plans of the board because the public is uninformed.

3. That a survey be made of the administrative staff, its duties and responsibilities, following a period of reorganization or unusual growth.

4. That the board of education annually reserve for research in education an appropriation of funds which can be used periodically as needed for some form of school survey.

Recommendations for the Administration of the Title I Media Center:

1. That the results of this survey may be used for analysis of causes of attitudes unfriendly to current practice.

2. That the results of this survey may be a stepping-stone for further research in determining what the teachers would like the Title I Media Center to incorporate into their services and what service areas of the Title I Media Center need more emphasis on when the school system is seeking approval for changes.

Recommendations for Action:

1. That a filmstrip projector, an overhead projector, and a listening center (8 headsets) be placed in each classroom.

2. That in-service training for teachers remain on an active continuing basis.

3. That teachers be motivated to return to college and universities for professional growth in educational technology.

4. That bibliographies be continued to be published as a service to classroom teachers in assisting them in making realistic plans.

5. That the employment of library aides be continued during the interim as the push is made toward the goal of a full-time librarian in each elementary school. Thereafter, the library aides would be retained as clerks to assist the librarians.

6. That the use of educational hardware within the framework of educational technology be continued as a source of motivation for students, as a means of enriching and strengthening the learning experiences in the classroom, and, above all, as a means of assisting each individual student in his search for self-value and social value.

To:

Subject: Questionnaire

Date: May 29, 1967

From: Thressa Hay, Director of Title I Media Center
Clara T. Rottmann, Title I Library Consultant

Approved by: Don Warner, Assistant Superintendent
Pupil Personnel Services

As part of our evaluation of the projects Media Center and Improvement of Library Services, Title I, Elementary and Secondary Education Act, Omaha Public Schools, Omaha, Nebraska, we are interested in obtaining information from elementary classroom teachers concerning attitudinal changes brought about by the use of media in the classroom and/or library instruction.

The following fourteen public elementary schools are participating in this survey: Central Grade, Conestoga, Druid Hill, Franklin, Highland, Indian Hill, Kellom, Kennedy, Lake, Lothrop, Long, Pershing, Saratoga, and Webster.

Please include this questionnaire on your agenda when your classroom teachers meet. Hand out the questionaires, allow time for completion, and call in questionnaires. Return questionnaires to this office by June 5, 1967.

Thank you for your cooperation in the completion of this survey.

QUESTIONNAIRE

I. Personal Information: (Complete the blanks.)

___A. How many years have you been teaching? (Include the present school year together with all years taught in the Omaha Public Schools plus all years taught elsewhere.)

___B. What grade or grades are you teaching now?

II. Professional Information: (Check Yes or No.)

Yes No

___ ___A. Have you had college training in audio-visual methods?

___ ___B. Have you had in-service training in audio-visual methods such as at faculty meetings, workshops, or visits to media centers?

___ ___C. Did you use the filmstrip projector in your classroom and/or library instruction for the first time this year?

___ ___D. Did you use the overhead projector in your classroom and/or library instruction for the first time this year?

___ ___E. Did you use the tape recorder in your classroom and/or library instruction for the first time this year?

___ ___F. Did you use the record player in your classroom and/or library instruction for the first time this year?

___ ___G. Did you use the listening center (8 headsets) in your classroom and/or library instruction for the first time this year?

III. Personal Opinion: (The questions in this part focus on two categories: the teacher and the student. Please read each question carefully and indicate your response which best reflects your evaluation.)

© Indecks ARLINGTON, VERMONT 1965

Directions: Indicate a plus sign (+) for positive change due to the use of media; indicate a zero (0) for no change; indicate a minus sign (-) for negative change. Media is defined as educational hardware: filmstrip projector, overhead projector, tape recorder, record player, and listening center (8 headsets).

A. Teacher

___ 1. By using media do you find any significant change in your provision for the individual needs of your students?

___ 2. By using media do you find any significant change in your use of class time?

___ 3. By using media do you find that it is possible to provide a wider variety of learning experiences for students in the classroom?

___ 4. Do you find that the library aide in your building facilitates your effectiveness in the use of media?

___ 5. Do you find that your own personal set of bibliographies of available records, filmstrips, professional books and magazines helps you to utilize media and make your lesson plans more realistic?

___ 6. By using media do you find any significant change in your teaching techniques in the classroom?

B. Student

___ 1. Do you find that through the use of media the students are more easily motivated?

___ 2. Do you find that learning experiences have been enriched and strengthened through student use of media in the classroom and/or library?

___ 3. Do you find that your slower learners have progressed more rapidly as a result of increased use of media?

___ 4. Do you find that through the use of media the attention span of the student has lengthened?

PART II PROGRAM EVALUATION

1.

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. Project Number 67-067 Activity Extended Use of Staff and Facilities

2. Length of time of activity in months 12 months

Beginning Date September 1, 1966 Ending Date August 31, 1967

3. Estimated cost of this activity or service 213,0[illegible]1

4. Indicate the number of students participating in this activity by grade level:

Preschool	219	3.	724	7.	285	11.	189
Kindergarten	368	4.	894	8.	383	12.	266
1.	702	5.	889	9.	225		
2.	749	6.	776	10.	201	Total	6870

5. Number of staff involved in this activity: Full Time 2 Half Time 261

6. What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.

1. To assist the child in gaining confidence through greater skills and knowledge.
2. To raise the child's cultural goal by exposing him to opportunities an experiences which may not be provided for him in his environment.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.	x			x		
Kindergarten	x			x		
Grades 1-3	x			x		
Grades 4-6	x			x		
Grades 7-9	x			x		
Grades 10-12		x			x	

* Little or no progress above that normally expected for this group.

PART II PROGRAM EVALUATION

PROJECT EVALUATION (CON'T)

7. Give a brief resumé of this activity. (Please see instructions)

See Supplementary Sheet (next page)

8. Summary and conclusions for this activity. (Please see instructions)

See Supplementary Sheet (Page 2)

Part II PROGRAM EVALUATION

7. Give a brief resume of this activity. (Please see instructions)

The Extended Use of Staff and Facilities program provided a great variety of programs during the school year. Three types of mathematics programs were offered. Programs were offered for remedial work, improvement work, and on an unlimited potential program. Art activities were provided for each school.

Four kinds of music activities were available for youngsters in the area. These activities included music activities for grades K-2, piano for grades 4-12, violin for grades 4-12, and instrumental music for grades 4-12.

Homemaking classes were offered for the seventh, eighth, ninth, tenth, eleventh, and twelfth grades. Special industrial arts classes having to do with woodworking, electricity, leathercraft, etc., were provided for youngsters in grades 7-12. Special unlimited potential programs were offered for youngsters with the idea of taking these youngsters far beyond the regular classroom situation. The unlimited potential program offered a variety of field trips in connection with education program and specialized courses in the area of science and mathematics, English, and different types of interpretative reading. Creative writing activities were available for these youngsters.

Special typing classes were offered for youngsters on the junior high level. Spanish and French were offered to the youngsters in grades 4-12. Special classes in language development were offered for youngsters that were not doing well in this area. Personal growth classes were offered for about 50 youngsters in the summer program with the idea of improving their personal appearance and health standards. At the request of parents in the area, Special Education programs were also made available. The EMR students were also used in a clinic, held by the Child and Youth Study Program of Title I.

Special supervised study programs were offered to the youngsters on the junior high level in the evenings. Supervised study teachers were professional teachers from each of our academic areas and they were available to work with these youngsters, and give them special help with different subjects. This was an extremely successful program because as we found out many of our youngsters did not have a place to study, nor were their parents able to give them the help they needed at home.

Students enrolled in this program on a voluntary basis. There were some exceptions as the program did take referrals from the regular school teachers, principals, visiting teachers, and from the Psychological Services Department. The Media Center helped teachers in extended day and furnished a great deal of material for their use. The Tutoring program also had tutors helping these teachers on an after school basis. The Community Aides did a great deal to explain this program to parents and kept the parents well informed of these programs. The enrichment program

Supplementary Sheet, Page 2 (Continued)

Part II PROGRAM EVALUATION

provided for the field trips and visitation for all these youngsters. Students with special problems were referred on for more psychological testing and to other programs for additional help.

During the regular school year eighteen hundred eighty students participated in the program and during the summer program forty -seven hundred ninety-one youngsters participated in the program. These youngsters were all different youngsters. Twelve thousand sixteen course offerings were used by the individual students. Better than 40% of the youngsters in the Title I area participated in this program.

(See supplemental charts on next page)

8. Summary and conclusions for this activity. (Please see instructions)

a large variety of educational opportunities were offered youngsters through this program. A youngster had an opportunity to work in the remedial areas, to work on improvement courses, and to work in accelerated areas. Parental evaluations are being forwarded to the State Department of Education for their examination. In all we have had excellent response from students, parents, teachers, and principals on this program.

There is a great demand that the program be continued. A great deal of individualized instruction was possible and the youngsters felt that learning was fun and that they could succeed. Discipline problems did not exist in the summer program. The two hundred sixty-one teachers involved in the program this year felt that a great deal had been gained for these youngsters in the summer program.

Many of the teachers did not teach in the area during the regular school year, but have requested that next summer they be given the opportunity to teach there again. This years program has given us a great deal of direction in the planning for next years program.

SCHOOL YEAR
1966-1967

Subject	K	1	2	3	4	5	6	7	8	9	Total
Reading		92	117	177	114	81	54	25	14	8	682
Library		9	31	39	82	67	56				284
Mathematics		36	16	17	20	23	22	19	13	23	189
Unlimited Potential				34	32	25	34		12		137
Art		8	19	91	92	65	63	46	39	13	436
Music Activities			8	17	12	18	17				72
Piano				3	96	91	84	45	14	8	341
Violin				40	50	11					101
Band				7	19	63	37	13	34	4	177
Homemaking								33	36	18	87
Industrial Arts							5	29	41	10	85
Supervised Study								25	76	76	177
Gymnastics								25	47	25	97
Science									10	10	20
Total Class Sessions		145	191	425	517	444	372	260	336	195	2885
Total Individuals Involved		120	121	254	359	324	266	166	199	71	1880

SUMMER SCHOOL

1967

Subject	Pre-K	K	1	2	3	4	5	6	7	8	9	Total
Reading	219	358	511	492	271	196	150	142	3	45	9	1952
Language		52	43	52	51	23	23	22				266
Library			19	13	17	11	10	10				80
Mathematics	219	383	434	433	267	206	177	107		36	42	1860
Guidance						6	7	8	2			23
Unlimited Potential						20	20	26	2	6	5	79
Foreign Language					44	26	27	13	6	11	9	136
Art	219	233	75	133	147	155	147	138		11	11	825
Music Activities			48	50	72	55	55	58				338
Vocal Music										9	9	18
Piano				10	93	111	79	93	2	12	9	409
Creative Writing									1	1	3	5
Violin					14	52	47	45	22	14		194
Band				1	31	74	75	75	17	27	9	308
Enrichment			10	13	7	5	5	5				45
Homemaking									7	31	35	73
EMR						5	6	6				17
Industrial Arts										19	5	24
Typing										25	34	59
Play & Games			16	21	7	13		2				59
Gymnastics					7	13	8	3		48	48	127
Interpretation									3	3	3	9
Science					2	13	16	15		12	11	69
Personal Growth							13	16				29
Total Class Sessions	657	1026	1156	1217	1030	984	865	784	65	310	242	8336
Total Individuals Involved	219	368	582	628	470	725	755	700	25	184	154	4810

GUIDELINES FOR THE EXTENDED USE OF STAFF AND FACILITIES

The Extended Use of Staff and Facilities Program is an enrichment program through the use of staff and facilities beyond the regular school program. It should be designed to supplement the regular school program and assist in helping the children reach their potential.

You and your professional staff members will be asked to identify student needs, teachers' special interests and skills, and the availability of equipment necessary to make the program successful.

PERSONNEL

Personnel will be selected through recommendation by principals and supervisors with the approval of the Personnel Office. Teachers who have more than their fair share of personal responsibilities should be discouraged from taking on additional duties. In many schools there will be a need for additional teachers and when this happens, teachers from other schools will be invited to participate in the program.

Administrators may work in the program as teachers or supervisors after 5:00 p.m.

CUSTODIAL SERVICES

Schools with custodians on duty after the extended program ends each day are asked to change their work schedules so that their cleaning responsibilities will not interfere with the program. In the schools where additional custodial services are needed, principals should work this out with their own custodial staff. The wages will be calculated from the regular overtime rate.

Schools with Saturday morning programs must have a head custodian or engineer on duty. Presently, some schools have a physical education program in progress on Saturday mornings. Only a minimum amount of adjusting will be needed in these schools.

TIME SCHEDULES

The recommended time schedule for the extended day programs:

Afternoon programs	4:00 p.m. to 6:00 p.m.
Evening programs	6:00 p.m. to 9:00 p.m.
Saturday programs	8:30 a.m. to 12:00 p.m.

Each period of the program is for one hour. Teachers are to work with children for 45 minutes and use the other 15 minutes as a planning period. When one class runs for two hours the teacher works with the children 1½ hours and uses the remaining ½ hour as a planning period.

SUPERVISION

A general supervisor will be employed for total supervision of the Extended Day Program in your building. Your recommendations are very valuable in selecting good supervisors. The supervisors will be appointed as the program develops in your building.

Administrators may work in the program as teachers or supervisors after 5:00 p.m.

TYPES OF PROGRAMS

Below is a list of the programs which have been successful. Recommendations for other types of programs will be accepted.

- Reading
- Enriched Reading
- Remedial Mathematics
- Enriched Mathematics
- Industrial Arts
- Social Graces
- Band
- Music Activities
- Class Piano
- Class Violin

- **Project U P
- Library Skills
- Adjustive Arts
- Enriched Science
- Homemaking
- Arts
- Performing Arts
- Enriched Social Studies

**Project U P is so braod in scope that in some schools the activities are centered around language arts, while in others, science and mathematics.

MATERIALS

The materials will be recommended by the professional staff.

PAYROLL

Payroll will be reported by the principal of each building on their separate monthly payroll.

FIELD TRIPS

Field trips may be planned as related or culminating activities for extended day classes. All field trips must be cleared through the Extended Day Office.

SELECTION OF STUDENTS

The selection of students should be done on the basis of greatest individual needs and ability of the student to profit from the program. No student should be assigned or made to feel that he or she must attend.

INVOLVEMENT OF PAROCHIAL SCHOOLS

Children attending parochial schools in the area will be invited to participate in the program. Principals of the parochial schools will be instructed to select students on the same basis as our selection proceedures. The names of interested students will be sent to you. You may then place them in the spots which were left for this purpose. If their response is limited, the classes can be filled by interested students in your school.

TEACHER ABSENCES

Substitutes will not be used for absent teachers in the Extended Day Program.

Principals should instruct all teachers working in the program that in the event of illness they are to contact the Extended Day office (556-6600, Ext. 280) and report their intended absence. The respective principal will then be notified so that he or she can arrange to dismiss the class of an absent teacher. Extended illnesses would require a substitute.

Prepared by:
Robert K. Davis
Director, Extended Day Program

Approved by:
Don Warner
Assistant Superintendent

jg
9/66

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Central Grade

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Piano	Vivian Georgios	4,5,6		4:00-6:00		4:00-6:00		
Music Activities	Vivian Georgios	4,5,6	8:00-9:00	8:00-9:00	8:00-9:00	8:00-9:00		
Reading	Genieve Brummer	4		4:00-6:00		4:00-6:00		
Reading	Denna Hamilton	4,5		4:00-6:00		4:00-6:00		
Art	Anna Jansky	5,6		4:00-6:00		4:00-6:00		
Supervisor	Betty Truden							

SCHOOL Conestoga

EXTENDED DAY PROGRAM SCHEDULE

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Violin	Walt Thomas		4:00-6:00		4:00-6:00			8:00-12:00
Piano	Vivian Georgios		3:30-6:00		3:30-6:00			8:00-12:00
Art	Victoria Smith Cooley				4:00-4:45 5:00-5:45			8:00-12:00
Drama	Marilynn Osborne				4:00-4:45 5:00-5:45			
Reading	Joyce James		4:00-4:45 4:45-5:30		4:00-4:45 4:45-5:30			8:00-12:00
Library	Rose Prystai		4:00-5:30		4:00-5:30			
Math	Ilan Valley		4:00-4:45 5:00-5:45		4:00-4:45 5:00-5:45			
Supervisor	Lurlyn Johnson							

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Druid Hill

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Library	Mrs. Applegate		4:00-6:00		4:00-6:00			8:00-12:00
Reading	Louise Moore		4:00-6:00		4:00-6:00			8:00-12:00
Reading	Gretchen Tobin		4:00-6:00		4:00-6:00			8:00-12:00
Reading	Gretchen Green		4:00-6:00		4:00-6:00			8:00-12:00
Reading	Jeanne Rasmussen		4:00-6:00		4:00-6:00			8:00-12:00
Reading	Kathryn Jenkins		4:00-6:00		4:00-6:00			8:00-12:00
Violin	Anna Hazen		4:00-6:00		4:00-6:00			8:00-12:00
Piano	Nancy Recker		4:00-6:00		4:00-6:00			8:00-12:00
U P	Eddie Chambers		4:00-6:00		4:00-6:00			8:00-12:00
Supervisor	Robert Womacque							

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Franklin

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Reading	Norma Bechtold	3	4:00-6:00		4:00-6:00			
Art	Margaret Smith	4	4:00-6:00		4:00-6:00			
Art	Karen Lothrop	3	4:00-6:00		4:00-6:00			
Art	Julia Kestner	5,6	4:00-6:00		4:00-6:00			
Art	Susan Griffiths	3	4:00-6:00		4:00-6:00			
Library	Ione Hanger		4:00-6:00		4:00-6:00			
Piano	Rene Steimle	4,5,6	4:00-6:00		4:00-6:00			
Violin	Nellie Sudavicius	4,5,6	4:00-6:00		4:00-6:00			
Band	Richard Mahan O. U.	4,5,6	4:00-6:00		4:00-6:00			
Supervisor	Eleanor Snellenberg							

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Highland

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Reading	Katherine Anderson	3,5	4:00-6:00		4:00-6:00			
Reading	Minnie Judy	2,4	4:00-6:00		4:00-6:00			
Reading	Marlynn Hallman	5	4:00-6:00		4:00-6:00			
Art	David Walvoord	4,5,6	4:00-6:00		4:00-6:00			
Piano	Ruth Senter	4,5,6	4:00-6:00		4:00-6:00			
Violin	John Kieffer	4,5,6	4:00-6:00		4:00-6:00			
Band	John Kieffer	4,5,6	4:00-6:00		4:00-6:00			
Library								
Supervisor	Dr. Lloyd Texley							

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Indian Hill

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Supervised Study	Mr. Velnek, Mr. Wood Mr. Radanovich Mr. Kubik	7,8,9		6:30-8:30	6:30-8:30			
Instrumental Music	John Kieffer	4,5,6		4:00-6:00	4:00-6:00			
Gymnastics	Paul Orchard Mary Worley	7-9			3:45-5:30			
Piano	Jon Anderson	7,8,9						9:00-11:00
Math (Jan. 9)	Gerald Pesek Edward Radanovich	6-9						8:30-11:00
Science (Jan. 9)	Sally Finney Gary Kubik	6-9						8:30-11:00
Advanced Homemaking (Jan.9)	Elizabeth Bressler	7-9						8:30-11:00
Art	Ronald Tharp	6-9						8:30-11:00
Reading	Betty Lutz	4,5,6		4:00-6:00	4:00-6:00			
Reading	Marilyn Frick	4,5,6		4:00-6:00	4:00-6:00			
Supervisor	James Howard							

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Kellom

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturda
Reading	Janet Paluka	4	4:00-6:00		4:00-6:00			
Reading	Avre Papst	5,6	4:00-6:00		4:00-6:00			
Piano	Joyce Peterson	4,5,6	4:00-6:00		4:00-6:00			
U P	Avre Papst	4,5,6						9:00-11
U P	Lois Anderson	4,5,6						9:00-11
U P	Annie Green	4,5,6						9:00-11
U P	Jacques Brown	4,5,6						9:00-11
Supervisor	Jacques Brown							

SCHOOL Kennedy

EXTENDED DAY PROGRAM
SCHEDULE

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Reading	Oliver Brown	4,5,6	4:00-6:00		4:00-6:00			
Reading	Helen Lambert	4,5,6	4:00-6:00		4:00-6:00			
Band	Richard Curran	4,5,6	4:00-6:00		4:00-6:00			
Piano	Carolyn Montoya	4,5,6	4:00-6:00		4:00-6:00			
Math	Doris Gaylor	4,5,6	4:00-6:00		4:00-6:00			
Math	Gracie Spears	4,5,6	4:00-6:00		4:00-6:00			
Art	Elizabeth Pederson	5,6	4:00-6:00		4:00-6:00			
Supervisor	Dan Daly							

SCHOOL Lake

EXTENDED DAY PROGRAM
SCHEDULE

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Reading	Jo Cihak	1	4:00-4:45	4:00-4:45				
Reading & Math	Masie White	2 2 Math	4:00-4:45 4:45-5:30	4:00-4:45 4:45-5:30				
Reading & Math	Carolyn Valrie	3 2 Math	4:00-4:45 4:45-5:30	4:00-4:45 4:45-5:30				
Reading	Rose McIntire	1,2,3	4:00-4:45	4:00-4:45				9:00-9:45 10:00-10:4
Reading	Carol Kann	1,3	4:00-4:45	4:00-4:45				9:00-9:45 10:00-10:45
Reading	Teresa Donaghy	2,3	4:00-4:45	4:00-4:45				9:00-9:45 10:00-10:45
Math	Evelyn Lubberstedt	1,2	4:00-4:45 4:45-5:30	4:00-4:45 4:45-5:30				
Math	Carole Poches	3	4:00-4:45	4:00-4:45				
Art	Lyle Coddington	2,3						9:00-9:45 10:00-10:45
U P	Alberta Butler	3						9:00-11:30
U P	Edwardene Armstrong	2						9:00-11:30
Supervisor	Alberta Butler							

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Long

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Reading	Cynthia Ballard	2,3	4:00-6:00	4:00-6:00				
Reading	Rose Shay	2,3	4:00-6:00	4:00-6:00				
Music Activities	Delores Allison	2,3	4:00-6:00	4:00-6:00				
Art	Zita Madden	2,3	4:00-6:00	4:00-6:00				
Supervisor	Santos Jiminez							

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Lothrop

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Reading	Iris Faulkner	4	4:00-6:00		4:00-6:00			
Reading	Juanita Dolanyk	3	4:00-6:00		4:00-6:00			
Reading	Annie Green	5	4:00-6:00		4:00-6:00			
Reading	Mrs. O'Dell Galvin	6	4:00-6:00		4:00-6:00			
Reading	Lillian Peterson	5	4:00-6:00		4:00-6:00			
Library	Juanita Moore	3,4,5,6	4:00-6:00		4:00-6:00			
Band	Lee Spann	4,5,6	4:00-6:00		4:00-6:00			
Music Activities	Elaine Geldis	4,5,6	4:00-6:00		4:00-6:00			
Art	Elaine Anderson	4,5	4:00-6:00		4:00-6:00			
Supervisor	Charles Jones							

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Horace Mann Junior High

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Homemaking	Arlillian Morrow	7	3:45-5:45		3:45-5:45			8:00-12:00
Homemaking	Yvonne Steinbach	8	3:45-5:45		3:45-5:45			
Homemaking	Zella Crandall	9	3:45-5:45		3:45-5:45			
Homemaking	Arlene Carter	7	3:45-5:45		3:45-5:45			8:00-12:00
Math	Curley White	9	3:45-5:45		3:45-5:45			
Math	Orville Schmidt	8	3:45-5:45		3:45-5:45			
Math	John Tobin	7	3:45-5:45		3:45-5:45			
Math - Advanced	Eugene P. Horan	7	3:45-5:45		3:45-5:45			
Industrial Arts	Joseph Corey	7,8,9	3:45-5:45		3:45-5:45			
Industrial Arts	James Pennington	7,8,9	3:45-5:45		3:45-5:45			
Industrial Arts	Frank DiBlasi	7,8,9	3:45-5:45		3:45-5:45			
Industrial Arts	Myron Plantz	7,8,9	3:45-5:45		3:45-5:45			
Art	Tom Norwood	8,9	3:45-5:45		3:45-5:45			8:00-12:00
Art	Clarence Brisco	7,8,9	3:45-5:45		3:45-5:45			8:00-12:00
Gymnastics	Larry Hausman	7,8,9						
Piano	Cynthia Cribbs	7,8,9	4:00-6:00		4:00-6:00			8:00-12:00
Band	John Moore	7,8,9	4:00-6:00		4:00-6:00			8:00-12:00

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Horace Mann Junior High

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Reading	Marie Wagner	8	4:00-5:00		4:00-5:00			
Reading	Judy LaCourse	7,8	4:00-6:00		4:00-6:00			
Reading	Marilyn Mooney	7	4:00-6:00		4:00-6:00			
Reading	Harry Whitney	9	4:00-6:00		4:00-6:00			
Science	David Albert	8						8:00-12:00
Science	Peter Rigatuso	8						8:00-12:00
Science	Richard Reid	8						8:00-12:00
Supervisor	Tony Salerno							

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Pershing

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Reading	Marie Wagner	7,8	4:00-6:00		4:00-6:00			
Art	Katherine Matz	7,8	4:00-6:00		4:00-6:00			
Band	Harold Smith	6,7,8	4:00-6:00		4:00-6:00			
Homemaking	Barbara Schultze	8		3:30-5:35				
Homemaking	Judy Gibson	8		3:30-5:35				
Industrial Arts	Joseph Corey	8		3:30-5:35				
Industrial Arts	James Pennington	8		3:30-5:35				
Industrial Arts	Frank DiBlasi	8		3:30-5:35				
Industrial Arts	Myron Plantz	8		3:30-5:35				
Supervisor	Dr. Schultze							

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Technical Junior High

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Art	Raymond Haggstrom	7	3:45-5:45		3:45-5:45			
Creative Writing	Mary L. Larson	8	3:45-5:45		3:45-5:45			
Remedial Reading	Michael Keeley	8	3:45-5:45		3:45-5:45			
Library	Mary Ryan	7,8	3:45-5:45		3:45-5:45			
Science	Theresa Wassenberg	7,8	3:45-5:45		3:45-5:45			
Electricity	John Lewis	8	3:45-5:45		3:45-5:45			
Graphic Arts	James Thomson	7,8	3:45-5:45		3:45-5:45			
Piano	Mary Johnson	7,8	3:45-5:45		3:45-5:45			
Instrumental Music	Hamilton Smith	7,8	3:45-5:45		3:45-5:45			
Supervisor	Don Rokusek							

SCHOOL Technical High

EXTENDED DAY PROGRAM
SCHEDULE

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Taxidermy	Mildred Horinek	10-12	3:45-5:45		3:45-5:45			
Science	Don King	10-12	3:45-5:45		3:45-5:45			
Woodworking	Iver Zeltins	10-12	3:45-5:45		3:45-5:45			
Autobody	Olin Stanfield	10-12	3:45-5:45		3:45-5:45			
Creative Writing	Kathryn Rogers	10-12	3:45-5:45		3:45-5:45			
Enrichment Math	James English	10-11	3:45-5:45		3:45-5:45			
Supervisor	Donald Rokusek							

EXTENDED DAY PROGRAM
SCHEDULE

SCHOOL Webster

Subject	Teacher	Grade	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Reading-Library	Virginia Chudley	4,5,6	4:00-6:00		4:00-6:00			
Band	Arnold Epstein	5,6	4:00-6:00		4:00-6:00			
Piano	Betty Grillo	4,5,6	4:00-6:00		4:00-6:00			
Supervisor	George Grillo							

EXTENDED USE OF STAFF AND FACILITIES

E.S.E.A. Title I

July, 1967

Dear Parents,

Since your child is attending a summer school program that is a part of Federal aid to education, a few statements from you giving your reaction to the program will be appreciated. This information will be used to further evaluate our program and to assist in organizing any furture activity. If you so desire you may also include in this report your child's attitude toward this program.

Please return the completed form to your child's teacher by Wednesday, July 19 so it can be forwarded to my office.

Robert K. Davis
Director

Subject taken by child

Name of Child

Signature of Parent

School

OMAHA PUBLIC SCHOOLS
INTERCOMMUNICATION

To:
From; Robert K. Davis
Date: April 10, 1967
Subject: Extended Use of Staff and Facilities Project-Summer Program

The following schools will be used for the Summer Program:

Central Grade (a.m.)
*Conestoga (all day)
Druid Hill (all day)
Franklin (a.m.)
Highland (a.m.)
Indian Hill (a.m.)
Kellom (a.m.)
Lake (a.m.)
*Kennedy (a.m.)
Long (a.m.)
Lothrop (all day)
Mann Junior High (Grades 7-9)(all day)
Pershing (a.m.)
Saratoga (a.m.)
Webster (a.m.)

*To offer courses in addition to the regular summer school.

The above elementary schools will offer classes in each of the following areas and at the grade levels indicated (the grade levels indicated represent the student's present grade level):

Headstart	
*Pre-School (for children not eligible for Headstart)	
Reading	K-6
Mathematics	K-6
Art	1-6

Class Piano	3-6
Music Activities	2-6
Band	4-6
Library	K-6
Violin	4-6

Tuition scholarships will be given to students desiring to participate in the regular elementary summer school program.

*Children who will enter kindergarten in September.

Extended Use of Staff and Facilities Project-Summer Program
Page 2

Junior-Senior High Summer School Program offerings at Horace Mann Junior High School:

- Enrichment - Resources (Attempt to broaden horizons)
- Shop
- Homemaking
- Piano
- Instrumental Music
- Musical (Theater)
- Creative Writing (Composition)
- Drama
- Library Activities
- Mathematics
- Art
- Languages
- Typing
- Science (Biology)
- Speech
- Reading

Tuition scholarships will be given to students desiring to participate in the regular Junior High School programs.

High School Opportunities

All High School students living in one of the following school attendance areas will receive tuition scholarships (funded by E.S.E.A. Title I) to attend summer school at one of the Omaha Public High Schools. The school attendance areas are:

- Central Grade
- Conestoga
- Druid Hill
- Franklin
- Highland
- Indian Hill
- Kellom
- Kennedy
- Lake
- Long
- Lothrop
- Pershing
- Saratoga
- Webster

All students at Technical High School will have this opportunity. Students who attend other high schools but live in the above area are also eligible for the tuition scholarships.

A Resource-Enrichment class will be offered at a school to be designated later. This will be an attempt to broaden horizons for these students and to acquaint them with activities and resources available to them.

Eligible to Enroll: All public and non-public students living in the following school attendance area:

- Central Grade
- Conestoga
- Druid Hill
- Franklin
- Highland
- Indian Hill
- Kellom
- Kennedy
- Lake
- Long
- Lothrop
- Pershing
- Saratoga
- Webster

Credit: High School courses will be credited. Courses in the elementary schools will be non-credit courses.

Enrollment Fee: Funded by E.S.E.A. Title I

Registration: Students may register at their home school between April 21 and May 13.

Class Schedule: The individual schools will develop their own class schedules with exception of Kennedy and Conestoga and they will follow the regular summer school schedule.

Prepared by:
Robert K. Davis
Director, Extended Day Program

Approved by:
Don Warner
Assistant Superintendent

jg

AHA PUBLIC SCHOOLS
INTERCOMMUNICATION

To: Extended Day Teachers
From: Robert K. Davis
Date: April 29, 1967
Subject: Evaluation

The evaluation of the Extended Day Projects is an integral part of the whole Title I program. Steps must be taken to evaluate the effectiveness of the different projects so that better guidance and direction can be given to the program in the future.

The United States Office of Education has indicated that the same general form as used in 1966 will be retained for the evaluation of 1967 Title I projects.

An attempt was made in this form to be as objective as possible so that a minimum amount of time would be spent in its completion. Due to the nature of this evaluation, explanations and examples were necessary. Also, an attempt was made to make the form all inclusive. These considerations were instrumental in the development of an apparent lengthy form.

This form should be completed and returned to the Office of Extended Day by Monday, May 1st.

RKD:jg

EVALUATION
FOR
THE EXTENDED USE OF STAFF
AND
FACILITIES PROGRAM

APRIL 1967

Suggestions for Evaluation 1

- I. General Information 2
- II. Purpose 4
  - A. Objectives 4
  - B. Needs 5
  - C. Goals 5
- III. Activities and Related Field Trips 6
  - A. Class Activities 6
  - B. Related Field Trips 6
- IV. Materials 7
- V. Evaluation 8
  - A. Tests 8
    - 1. Teacher Made Tests 8
    - 2. Standarized Tests 10
  - B. Interest 12
    - 1. Child's 12
    - 2. Parental 13
  - C. Attitude Toward School 14
  - D. Behavior 14
  - E. Carry-Over Value 15
  - F. Attendance 15
  - G. Anecdotes and Human Interest Stories 24
  - H. Suggestions 25

Prepared by:
Robert K. Davis
Director, Extended Day

Approved by:
Don Warner
Assistant Superintendent

jg

This report should be completed by all teachers who have taught in the Extended Day Program. This appears to be another lengthy report, but it is the intent of this report to develop direction for future project activities. This report is not intended to evaluate the effectiveness of an individual teacher.

Several suggestions are outlined to enable you to better understand the reporting methods:

1. Read very carefully all instructions and examples.

2. If you taught two or more different groups of the same subject, you may combine the groups for the summarization of purposes, objectives, needs and goals in this evaluation. You may have taught two groups of reading, one with an enrollment of 8 students in the 2nd and 3rd grades and the other with an enrollment of 7 students in the 3rd and 4th grades. The items in sections II, III, and IV may relate to a group of 15 students in the 2nd through 4th grades. However, if you taught the same subject in different schools, separate evaluations must be completed for each school.

3. If you taught one group in reading and a second group in music, it will be necessary to prepare separate evaluations for each group.

4. It was intended that this report be designed so that it could apply to teachers in all activities. Some sections may not apply to your specific activity.

I. GENERAL INFORMATION

A. Teacher's Name ______________________________

B. Subject Taught ______________________________

C. Extended Day School ______________________________

D. Days and Times

List below the days which you have taught in the Extended Day Program. The blank spaces to the right of each day are provided for the times you taught each group which is being reported.

Example: If you taught two groups in reading on Monday, Wednesday, and Friday, your schedule may have been as follows:

	Groups					
	I	II	III	IV	V	VI
Monday	4-4:45	5-5:45				
Tuesday						
Wednesday	4-4:45	5-5:45				
Thursday						
Friday	4-4:45	5-5:45				
Saturday						

	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	GROUP VI
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

STUDENT SURVEY

Please give a complete breakdown by grade level in each subject area you are teaching.

School____________________________ Teacher or Supervisor________________________

	GRADE										
Subject	K	1	2	3	4	5	6	7	8	9	TOTAL
Reading											
Library											
Mathematics											
Unlimited Potential											
Art											
Music Activities											
Piano											
Violin											
Band											
Homemaking											
Industrial Arts											
Supervised Study											
Gymnastics											
Science											
TOTAL											

II. PURPOSE

Briefly outline the purpose of your project.

A. Objectives

Relating to the above purpose, list the specific objectives of your project.

1.

2.

3.

4.

5.

B. Needs

The above specific objectives were outlined with the purpose of meeting some of the needs of your students. Please list these needs.

1.

2.

3.

4.

5.

C. Goals

Relating to the needs of students and the selected objectives outlined to meet these needs, briefly discuss the goals which you feel were achieved by the students.

III. ACTIVITIES AND RELATED FIELD TRIPS

A. Please list the class activities (Class units) the students explored.

1.

2.

3.

4.

B. List field trips taken as related activities.

1.

2.

3.

4.

IV. MATERIALS

List all instructional materials (workbooks, games, etc.) used in the activity. Do not list consumable supplies (paper, pencils, etc.).

V. EVALUATION

Many considerations go into the overall evaluation of a project.

In addition to scores made on standarized and teacher made tests, interest (both child's and parent's), carryover values into the classroom, attitude toward school, classroom behavior, and attendance are of prime importance. This section was designed to evaluate these considerations.

A. you may have given pre- and post-tests in an attempt to evaluate achievement relative to student participation in the project. Due to the short period of time the Summer Activities Program was in operation, appreciable differences in growth may be small or even unnoticable. However, this consideration will be written into the total evaluation of the project.

1. Teacher-made test.

Complete the following form for the students who took the teacher-made tests.

TYPE OF TEST ______________________________

Student's name	Pre-Test		Post-Test		Gain	Loss
	Date Given	Score	Date Given	Score		

Student's name	Pre-Test		Post-Test		Gain	Loss
	Date Given	Score	Date Given	Score		

2. Standardized test.

Name of test ______________________________

Complete the following form for the students who took standardized tests.

Student's name	Pre-test (Form ___)		Post-test (Form ___)		Gain	Loss
	Date Given	*Score	Date Given	*Score		

*Reading teachers who have given the Nelson Reading Test should indicate the grade equivalent score achieved in the columns labeled "Score".

Student's name	Pre-test (Form ___)		Post-test (Form ___)		Gain	Loss
	Date Given	*Score	Date Given	*Score		

*Reading teachers who have given the Nelson Reading Test should indicate the total score achieved in the columns labeled "Score".

B. Interest

Many children participated in a project activity because they felt a genuine need. However, some children may have been instructed by parents, to participate in the program. This section is designed to weigh the interest of children and parents in the program.

Child's interest is shown by diligent efforts made toward the completion of class projects, attentiveness, working and cooperating with other students, etc.

1. Check the item which most nearly indicates your observation of the general interest of your groups as a whole.

____Very good (enthusastic and eager)

____Good (expressed willingness to participate)

____Average (completes work but exerts no additional effort)

____Poor (unwilling to show initiative)

Generally, identification of parental interest is difficult to secure. From parental contacts (notes, telephone calls, home visits, P.T.A., community or social contacts, and conferences) you have made, attempt to formulate, in your mind, the consensus of feelings parents displayed toward the Extended Day Project.

2. Check the item which most nearly suggests the consensus of parental feelings toward the project.

____Extremely interested (they felt that this program was a once in a lifetime opportunity and were very anxious to have their child involved)

____Moderately interested (they liked having their child involved in extended educational experiences)

____Limited interest

____No interest

____I have not made enough parental contacts to formulate a consensus of feelings

C. Attitude noted toward Summer School Activities

Teachers are continually concerned with children's attitudes toward school. Check the item below which most nearly suggests the overall attitudes toward summer school activities as exhibited by the children enrolled in your project.

____Greatly improved

____Slightly improved

____No improvement

____Slightly unfavorable

____Extremely unfavorable

D. Growth noted in Behavior

Check the item below which most nearly represents the general behavior patterns of children who have participated in the program. This appraisal is to be made relative to your observations of all children who have participated in the program in your school.

____Greatly improved

____Slightly improved

____No improvement

____Slightly unfavorable

____Extremely unfavorable

E. Carry-Over Value

Your regular day classroom may have children who have participated in an extended day activity. Have you noticed any evidence of improved achievement which would be attributed to the children's participation in the extended day activities?

_____Yes _____No

F. Attendance

A large part of the eveluation is the class holding power. It is going to be necessary to enumerate the number of sessions attended and the number of sessions missed by each student. This involves four considerations:

a. The attendance of students who started the class at the beginning and finished.

b. The attendance of students who started the class at the beginning and dropped.

c. The attendance of students who entered the class late and finished.

d. The attendance of students who entered the class late and dropped.

a. The attendance of students who started the class at the beginning and finished.

Student's name	* P or *NP	3 **Total number of sessions the class was held	4. Total number of sessions missed by the student	5 Total number of sessions attended by the student

*Place a "P" after each child's name if he attends a public school and "NP" if he attends a non-public school.

**Each entry in columns 4 and 5 must total the corresponding entry in column 3, e.g., the total number sessions the class was held should equal the sum of the sessions missed and attended.

		3	4	5
Student's name	* P or *NP	**Total number of sessions the class was held	Total number of sessions missed by the student	Total number of sessions attended by the student

*Place a "P" after each child's name if he attends a public school and "NP" if he attends a non-public school.

**Each entry in columns 4 and 5 must total the corresponding entry in column 3, e.g., the total number sessions the class was held should equal the sum of the sessions missed and attended.

b. The attendance of students who started the class at the beginning and dropped.

		3	4.	5
Student's name	* P or *NP	**Total number of sessions the class was held prior to the student's official drop	Sessions missed up to the time student was dropped	Total number of sessions attended by the student

*Place a "P" after each child's name if he attends a public school and "NP" if he attends a non-public school.

**Each entry in columns 4 and 5 must total the corresponding entry in column 3, e.g., the total number sessions the class was held should equal the sum of the sessions missed and attended.

		3	4	5
Student's name	* P or *NP	**Total number of sessions the class was held prior to the student's official drop	Sessions missed up to the time student was dropped	Total number of sessions attended by the student

*Place a "P" after each child's name if he attends a public school and "NP" if he attends a non-public school.

**Each entry in columns 4 and 5 must total the corresponding entry in column 3, e.g., the total number sessions the class was held should equal the sum of the sessions missed and attended.

C. The attendance of students who entered the class late and finished.

		3	4.	5
Student's name	* P or *NP	**Total number of sessions from the date the student enrolled in the class through the last session	Sessions missed after enrollment in the class	Total number of sessions attended by the student

*Place a "P" after each child's name if he attends a public school and "NP" if he attends a non-public school.

**Each entry in columns 4 and 5 must total the corresponding entry in column 3, e.g., the total number sessions the class was held should equal the sum of the sessions missed and attended.

		3	4	5
Student's name	* P or *NP	**Total number of sessions from the date the student enrolled in the class through the last session	Sessions missed after enrollment in the class	Total number of sessions attended by the student

*Place a "P" after each child's name if he attends a public school and "NP" if he attends a non-public school.

**Each entry in columns 4 and 5 must total the corresponding entry in column 3, e.g., the total number sessions the class was held should equal the sum of the sessions missed and attended.

d. The attendance of student's who enter the class late and dropped the class.

Student's name	* P or *NP	3 **Total number of sessions from the date the student enrolled in the class through the time he dropped the class	4 Sessions missed after enrollment through the time the student was dropped	5 Total number of sessions attended by the student

*Place a "P" after each child's name if he attends a public school and "NP" if he attends a non-public school.

**Each entry in columns 4 and 5 must total the corresponding entry in column 3, e.g., the total number sessions the class was held should equal the sum of the sessions missed and attended.

		3	4	5
Student's name	* P or *NP	**Total number of sessions from the date the student enrolled in the class through the time he dropped the class	Sessions missed after enrollment through the time the student was dropped	Total number of sessions attended by the student

*Place a "P" after each child's name if he attends a public school and "NP" if he attends a non-public school.

**Each entry in columns 4 and 5 must total the corresponding entry in column 3, e.g., the total number sessions the class was held should equal the sum of the sessions missed and started.

F. Anecdotes and Human Interest Stories

If there are any anecdotes or human interest stories which you feel would express parental or children's feelings toward the program, please relate them on this page.

G. Suggestions

Please feel free to enumerate any suggestions which you feel are of paramount concern for future planning.

jg

PART II PROGRAM EVALUATION

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. Project Number 67-067 Activity Tutoring

2. Length of time of activity in months 12 months

Beginning Date September 1, 1966 Ending Date August 31, 1967

3. Estimated cost of this activity or service 14,911

4. Indicate the number of students participating in this activity by grade level:

Preschool		3.	120	7.	371	11.	12
Kindergarten		4.	267	8.	316	12.	17
1.	116	5.	239	9.	334		
2.	131	6.	271	10.	21	Total	2215

5. Number of staff involved in this activity: Full Time 2 Half Time 297

6. What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.

1. To provide necessary reference and resource material for their use and to assist them in the appropriate use of these materials.
2. To furnish tutors who are interested in and have a desire to serve disadvantaged youth.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.			x			x
Kindergarten	x			x		
Grades 1-3	x			x		
Grades 4-6	x			x		
Grades 7-9	x			x		
Grades 10-12		x			x	

* Little or no progress above that normally expected for this group.

PROJECT EVALUATION (CON'T)

7. Give a brief resumé of this activity. (Please see instructions)

See Supplementary Sheet (next page)

8. Summary and conclusions for this activity. (Please see instructions)

See Supplementary Sheet (next page)

Supplementary Sheet, Page 2

Part II PROGRAM EVALUATION

7. Give a brief resume of this activity. (Please see instructions)

The tutoring program was divided up into three different areas last year. The first area was working with college students from Omaha University, Creighton University, St. Mary's College, Duschene College, Midland College of Fremont, Dana College of Blair, St. John's School of Nursing, St. Catherine School of Nursing, St. Joseph School of Nursing, St. Catherine School of Nursing and the University of Nebraska Medical School. Volunteer Tutors came from all of these institutions to provide help for youngsters in the disadvantaged area. A total of 229 tutors took part in this activity.

The second stage of the program was the Volunteer Teacher Aide activity. Fifty-eight adults from the local affiliate of the National Council of Jewish Women served in the classroom with the classroom teacher to assist the youngsters in their learning skills. These aides began in two schools and at the end of the year were operating in four schools. They donated two days a week to help the teachers and youngsters.

The third area of activity was that of Recreation Assistants. Twenty-two high school boys and girls offered their time to help with the recreation program in the city and in our public schools. They served as team leaders and assistants to recreation supervisors during the school year. They were very instrumental in recruiting the youngsters for this program and in keeping harmony within the program.

An in-service training program to familiarize the volunteers with our school system, the material and equipment used in the school, and how to be effective volunteers was given. An in -service program was also provided in the area of reading, an area where many of these youngsters have problems, so that a better and more efficient job could be done in this area.

Title I funds provided for the transportation of the volunteers to and from their tutoring assignments. No other enumeration was given these volunteers. An attempt was made to keep the community informed about the tutoring program and many personal contacts were made by the director.

8. Summary and conclusions for this activity. (Please see instructions)

Many teachers and principals look forward to having volunteers available to help their youngsters. It was found that these people were contributing a fresh attitude for these youngsters and a great deal of individual help was provided for the youngsters. The in -service training programs were extremely valuable for the volunteer service people.

Supplementary Sheet, Page 2 (Continued)

Part II PROGRAM EVALUATION

This program will be expanded this year so that more schools will have the volunteer help available to them during the regular school day.

For the first time our school program has called upon the resource people within our community and have made available their knowledge to the children in the disadvantaged area. It should be mentioned that this program is going to be continually enlarged and could possibly be one of our more valuable programs in the Title I area. In almost all cases, the volunteers felt the need of a job to be done in the disadvantaged area and contributed a great deal to the youngsters.

PART II PROGRAM EVALUATION

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. Project Number 7-067 Activity Reading

2. Length of time of activity in months 12 months

Beginning Date September 1, 1966 Ending Date August 31, 1967

3. Estimated cost of this activity or service 56,055

4. Indicate the number of students participating in this activity by grade level:

Preschool ____ 3. 448 7. 28 11. ____

Kindergarten 133 4. 284 8. 59 12. ____

1. 603 5. 231 9. 17

2. 509 6. 196 10. ____ Total 2634

5. Number of staff involved in this activity: Full Time 2 Half Time ____

6. What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.

1. To provide for the early identification of children from educationally deprived areas who are in need of remedial reading experience.

2. To expand the reading program of the schools through the extended use of staff and facilities program.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.						
Kindergarten		x			x	
Grades 1-3		x			x	
Grades 4-6		x			x	
Grades 7-9		x			x	
Grades 10-12			x			x

* Little or no progress above that normally expected for this group.

PART II PROGRAM EVALUATION

PROJECT EVALUATION (CON'T)

7. Give a brief resumé of this activity. (Please see instructions)

See Supplementary Sheet (next page)

8. Summary and conclusions for this activity. (Please see instructions)

Judging from the response of the program this year, we feel that we have to take another look at the remedial reading program. In our thinking we feel that we should hit more on the motivational reading area and encourge these youngsters to read. It is also felt we need to get these youngsters into our library more and as the thinking stands now, it will be possible to work the motivational reading program in with the library services program. It is strongly recommended that more remedial reading teachers be put into our schools during the regular school day situation. Much progress has been achieved with our remedial reading teachers. On the favorable side was the comments made by teachers and parents. Supervisors commented they felt that the children were not getting enough out of the program at this time, and that it should be something that these youngsters can enjoy more when held on an after school basis.

Supplementary Sheet, Page 2

Part II PROGRAM EVALUATION

7. Give a brief resume of this activity. (Please see instructions)

Reading specialists were able to work with many of our youngsters in the after-school program. Two thousand six hundred thirty -four of these children participated in the program for the year. Fifty-five percent of these youngsters who have started did not finish up in the program.

In the contents of this program we tried to develop remedial reading programs, reading improvement programs, and what we call motivational reading programs. Since many of these youngsters had reading during the regular school day and were not successful there, they found it hard to come back on an after school basis and take more reading. The test results are attached here on the following pages. It is felt that the test results are not conclusive because they did take reading five days a week in the regular school program and only two days a week in the extended use of staff and facilities program. We found that teachers were very discouraged with the reading program and that youngsters were not satisfied on an over all basis.

We did have some interpretative reading classes in the junior high level that were extremely successful. On supplementary sheets you will find the list of students who participated in the reading program and the test results that we do have on them.

In all fairness to this program, I think it should be noted that they did have a great deal of competition from other community agencies such as the Christ Child Center, Eugene Eppley Boy's Club, YMCA, and Woodson Center. The success of this program was not as great as in some of our other programs.

Teachers in the regular classroom felt that these youngsters did gain some improvement in the Extended Use of Staff and Facilities Program. They felt that over the semester that they could tell a great deal of difference in the youngster with the two extra days help. It is impossible to become negative to a program when teachers tell you this. Unfortunately most of the testing was done in group tests and we have found that the group tests are not totally satisfactory.

Parents did indicate that they were quite satisfied with the program and that they would like to have this program carried on. It is possible in the future that we can run this program for a shorter period of time, using it simply to lift a student that seems to be falling behind.

A

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
PRE AND POST TEST SCORES

Make a separate sheet for each subject matter area.

SUBJECT Reading - School Year 1966-1967

Name of Test	Sub-section Used	Grade	Month & Year Administered	Form	Number of Students*	Raw Score Mean ** (Average)	No. of Students Scoring According to Nat'l Norm: 0-25 %ile	26-50 %ile	51-75 %ile	75-UP %ile
			PRE-TEST SCORE RESULTS							
Gates		1	November 1966		31	10.9	12	13	4	2
Gates		2	" "		30	26.1		9	8	13
*Gates/Nelson		3	" "	/A	35/28	28.0/24.8	9/3	12/10	7/9	7/6
Nelson		4	" "	A	19	45.4	4	7	5	3
Nelson		5	" "	A	35	47.4	11	13	8	3
Nelson		6	" "	A	19	53.7	10	7	2	
Nelson		7	" "	A	7	62.8	3	2	2	
		8								
		9								
		10								
		11								
		12								
			POST-TEST SCORE RESULTS							
Gates		1	April 1967		31	20.2	10	12	7	2
Gates		2	" "		30	35.8		6	9	15
*Gates/Nelson		3	" "	/B	35/28	36.5/40.1	8/2	9/5	9/15	9/6
Nelson		4	" "	B	19	52.4	3	5	7	4
Nelson		5	" "	B	35	58.2	13	10	9	3
Nelson		6	" "	B	19	60.2	11	5	3	
Nelson		7	" "	B	7	78.1	3	2	2	
		8								
		9								
		10								
		11								
		12								

If the scores represent a sampling, please indicate how the sampling was done.

*** Include only those students who were present to take both pre and post tests.**

**** Report the raw score mean here and then submit a frequency distribution for these raw scores on pages lettered B and C of the Standardized Test Results sheets. (see instruction sheet for further details)**

* The third grade was given both the Gates/Nelson test.

PART II PROGRAM EVALUATION

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
GRADE EQUIVALENT

TITLE I PROJECT NO. 67-067 SUBJECT MATTER AREA Reading - School Year 1966-1967

Use this page to report the grade equivalent of the tests listed on page A. Make a separate sheet for each subject matter area. Indicate the number of students who fall into each category.

GRADE	1		2		* 3		4		5		6	
Equivalent	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
10.9-UP												
10.6-10.8										1		
10.3-10.5												
10.0-10.2												
9.7- 9.9												
9.4- 9.6												
9.1- 9.3										1		
8.8- 9.0												
8.5- 8.7												
8.2- 8.4												
7.9- 8.1										1		
7.6- 7.8										1		
7.3- 7.5										2		
7.0- 7.2							1					1
6.7- 6.9						0/1		1	1	1		2
6.4- 6.6								1	1	1	1	
6.1- 6.3					0/1			1	1	1	1	1
5.8- 6.0									3	4	3	4
5.5- 5.7					0/1	0/2			4		2	
5.2- 5.4					0/1		1	5	2	2		3
4.9- 5.1						0/2	4		4	3	3	2
4.6- 4.8					0/1	0/4	2	4	2	4	2	2
4.3- 4.5								2	5	2		2
4.0- 4.2					0/1	0/4	1	1	2	2	3	
3.7- 3.9					0/2	0/3	2	1	1	1	1	
3.4- 3.6		2		6	7/0	16/6	2	1	2	2	1	1
3.1- 3.3		1	4	3		4/2	1	2		3	1	1
2.8- 3.0	1	2	4	9	2/3	1/2			5	3		
2.5- 2.7	2	2	6	9	11/3	4/0	3		1		1	
2.2- 2.4		9	8	3	3/3	7/1	1					
1.9- 2.1	2	8	7		7/12	3/1			1			
1.6- 1.8	11	4	1		5/0		1					
1.3- 1.5	15	3										
1.0- 1.2												
TOTAL	31	31	30	30	35/28	35/28	19	19	35	35	19	19
MEAN (AVERAGE)	10.9	20.2	26.1	35.8	28.0 24.8	36.5/ 40.1	45.4	52.4	47.4	58.2	53.7	60.2

* The third grade was given both the Gates/Nelson test.

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
GRADE EQUIVALENT

TITLE I PROJECT NO. 67-867 SUBJECT MATTER AREA Reading -
Second Year 1966-1967

Use this page to report the grade equivalent of the tests listed on page A. Make a separate sheet for each subject matter area. Indicate the number of students who fall into each category.

GRADE	7		8		9		10		11		12	
Equivalent	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
10.9-UP												
10.6-10.8												
10.3-10.5												
10.0-10.2												
9.7- 9.9												
9.4- 9.6												
9.1- 9.3	1	2										
8.8- 9.0												
8.5- 8.7												
8.2- 8.4												
7.9- 8.1												
7.6- 7.8	1											
7.3- 7.5	3											
7.0- 7.2												
6.7- 6.9												
6.4- 6.6		1										
6.1- 6.3												
5.8- 6.0		2										
5.5- 5.7	2	2										
5.2- 5.4												
4.9- 5.1												
4.6- 4.8												
4.3- 4.5												
4.0- 4.2												
3.7- 3.9												
3.4- 3.6												
3.1- 3.3												
2.8- 3.0												
2.5- 2.7												
2.2- 2.4												
1.9- 2.1												
1.6- 1.8												
1.3- 1.5												
1.0- 1.2												
TOTAL	7	7										
MEAN (AVERAGE)	52.2	76.1										

PART II PROGRAM EVALUATION

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
RAW SCORES

TITLE I PROJECT NO. 67-067 SUBJECT MATTER AREA Reading -
School Year 1966-1967

Use this page to report the raw scores of the tests listed on Page A. Make a separate sheet for each subject matter area. Indicate the number of students who fall into each category.

GRADE	1		2		* 3		4		5		6	
Raw Scores	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
67-UP						0/2	3	2	5	13	5	7
65-66								1	1			
63-64								3	1		1	
61-62								1		2		2
59-60					0/1	0/2	1		2			1
57-58							1		2		1	2
55-55							2		2	3	2	
53-54								2	1	2	1	1
51-52						0/2	1	1		2	3	
49-50					0/1	0/1	1		1			
47-48		1		2	4/0	9/1		1	3			1
45-46					2/0	4/0			4			1
43-44		1		4	1/0	3/0		2		2	1	1
41-42		1	4	3	0/1	4/2	1	1	2	1	2	1
39-40	1	2	2	2	2/2	1/2	1		1	1		
37-38	1		2	7		0/3	1	1		1	1	
35-36			1	4	1/1	1/5	2			1		1
33-34				2	5/0	0/2		1	3	1	1	
31-32	1	1	3	2	2/0	1/1		2		1		1
29-30		1	2	1	3/2	2/1		1	3	2		
27-28			2	1	2/1	3/0			2	2		
25-26			2	2	1/3	0/2	1			1		
23-24		1	2		0/1	1/0	2		1		1	
21-22		5				1/0						
19-20		1	4		1/3	1/1	1					
17-18		3	2		0/2	1/0			1			
15-16	2	2	1		0/10	0/1						
13-14		2	1		5/0	1/0						
11-12		3	1		1/0	2/0	1					
9-10	2	1			2/0							
7-8	6	3	1		2/0							
5-6	3				1/0							
3-4	3	3										
1-2	12											
TOTAL	31	31	30	30	35/28	35/28	19	19	35	35	19	19
MEAN (AVERAGE)	10.9	20.2	26.1	35.8	29.0/ 24.8	36.5/ 40.1	45.4	52.4	47.4	58.2	53.7	60.2

* The third grade was given both the Gates/Nelson test.

PART II PROGRAM EVALUATION

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
RAW SCORES

TITLE I PROJECT NO. 67-167 SUBJECT MATTER AREA Reading - School Year 1966-1967

Use this page to report the raw scores of the tests listed on Page A. Make a separate sheet for each subject matter area. Indicate the number of students who fall into each category.

GRADE	7		8		9		10		11		12	
Raw Scores	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
67-Up	3	5										
65-66												
63-64		1										
61-62	1											
59-60												
57-58												
55-56												
53-54												
51-52	2	1										
49-50												
47-48												
45-46												
43-44												
41-42												
39-40												
37-38												
35-36												
33-34												
31-32												
29-30	1											
27-28												
25-26												
23-24												
21-22												
19-20												
17-18												
15-16												
13-14												
11-12												
9-10												
7-8												
5-6												
3-4												
1-2												
TOTAL	7	7										
MEAN (AVERAGE)	62.8	78.1										

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
PRE AND POST TEST SCORES

Make a separate sheet for each subject matter area.

SUBJECT Reading - Summer School

Name of Test	Sub-section Used	Grade	Month & Year Administered	Form	Number of Students*	Raw Score Mean ** (Average)	No. of Students Scoring According to Nat'l Norm: 0-25 %ile	26-50 %ile	51-75 %ile	75-UP %ile
PRE-TEST SCORE RESULTS										
Gates		1	June 1967		137	23.8	21	26	31	59
Gates		2	" "		124	31.9	8	14	37	65
*Gates-Nelson		3	" "	/A	75/98	20.8/39.1	14/26	28/28	18/33	15/11
Nelson		4	" "	A	150	48.4	22	68	39	21
Nelson		5	" "	A	54	57.9	5	9	24	16
Nelson		6	" "		63	55.3	28	11	19	5
Nelson		7	" "	A	4	85.0	1	2		1
Nelson		8	" "	A	2	27.0	2			
Nelson		9	" "	A	1	78.0	1			
		10								
		11								
		12								
POST-TEST SCORE RESULTS										
Gates		1	July 1967		137	24.5	19	20	28	70
Gates		2	" "		124	33.5	11	14	23	76
*Gates/Nelson		3	" "	/B	75/98	30.2/40.5	12/27	25/27	20/32	18/12
Nelson		4	" "	B	150	45.3	24	71	35	20
Nelson		5	" "	B	54	65.5	4	6	28	16
Nelson		6	" "	B	63	55.6	28	9	21	5
Nelson		7	" "	B	4	85.0	1	2		
Nelson		8	" "	B	2	34.5	2			
Nelson		9	" "	B	1	89.0	1			
		10								
		11								
		12								

If the scores represent a sampling, please indicate how the sampling was done.

*** Include only those students who were present to take both pre and post tests.**

**** Report the raw score mean here and then submit a frequency distribution for these raw scores on pages lettered B and C of the Standardized Test Results sheets. (see instruction sheet for further details)**

* The third grade was given both the Gates/Nelson test.

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
GRADE EQUIVALENT

TITLE I PROJECT NO. 67-067 SUBJECT MATTER AREA Reading-Summer School

Use this page to report the grade equivalent of the tests listed on page A. Make a separate sheet for each subject matter area. Indicate the number of students who fall into each category.

GRADE	1		2		*3		4		5		6	
Equivalent	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
10.9-UP												
10.6-10.8												
10.3-10.5										3		
10.0-10.2										1	1	
9.7- 9.9												
9.4- 9.6												
9.1- 9.3												1
8.8- 9.0									2	1		1
8.5- 8.7							1	2	1	1	1	1
8.2- 8.4							1	1		3		3
7.9- 8.1						0/1	1	2				2
7.6- 7.8											4	
7.3- 7.5							4	1	2	1		3
7.0- 7.2						0/1	2	1	2	1	1	
6.7- 6.9					0/1	0/1	1	1	2	3	3	2
6.4- 6.6						0/1	3			4	1	
6.1- 6.3					0/1	0/1	4	2	3	1	1	2
5.8- 6.0					0/1		5	3	2	2	4	
5.5- 5.7					0/3	0/3	7	3	2	3	5	1
5.2- 5.4					0/6	0/5	6	10	8	6	5	7
4.9- 5.1					0/3	0/3	10	9	4	6	2	10
4.6- 4.8					0/8	0/19	16	31	6	2	10	7
4.3- 4.5					0/11	0/7	10	13	3	3	6	3
4.0- 4.2					0/9	0/10	20	24	5	6	5	3
3.7- 3.9					0/11	0/5	16	4	4	1	4	3
3.4- 3.6	10	15	19	27	4/11	17/10	18	14	4	4	3	4
3.1- 3.3	6	3	11	15	7/7	6/9	7	10	1	1		4
2.8- 3.0	18	20	31	25	12/9	10/6	6	10	2	1	2	1
2.5- 2.7	28	22	24	14	7/2	11/6	6	4	1		4	2
2.2- 2.4	23	15	9	13	15/5	12/5	5	2				2
1.9- 2.1	29	34	16	8	20/10	14/5		2			1	
1.6- 1.8	17	25	11	19	6/0	4/0						
1.3- 1.5	6	3	3	3	4/0	1/0	1					1
1.0- 1.2								1				
TOTAL	137	137	124	124	75/98	75/98	150	150	54	54	63	63
MEAN (AVERAGE)	23.8	24.5	31.9	33.5	20.8/ 39.1	30.2/ 40.9	48.4	45.3	57.9	65.5	55.3	55.6

* The third grade was given both the Gates/Nelson test.

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
GRADE EQUIVALENT

TITLE I PROJECT NO. 67-067 SUBJECT MATTER AREA Reading - Summer School

Use this page to report the grade equivalent of the tests listed on page A. Make a separate sheet for each subject matter area. Indicate the number of students who fall into each category.

GRADE	7		8		9		10		11		12	
Equivalent	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
10.9-UP												
10.6-10.8												
10.3-10.5		1										
10.0-10.2	1											
9.7- 9.9												
9.4- 9.6												
9.1- 9.3												
8.8- 9.0												
8.5- 8.7												
8.2- 8.4												
7.9- 8.1						1						
7.6- 7.8												
7.3- 7.5												
7.0- 7.2	1											
6.7- 6.9												
6.4- 6.6	1	2										
6.1- 6.3	1	1			1							
5.8- 6.0												
5.5- 5.7												
5.2- 5.4												
4.9- 5.1												
4.6- 4.8												
4.3- 4.5												
4.0- 4.2												
3.7- 3.9				1								
3.4- 3.6			1									
3.1- 3.3				1								
2.8- 3.0												
2.5- 2.7												
2.2- 2.4			1									
1.9- 2.1												
1.6- 1.8												
1.3- 1.5												
1.0- 1.2												
TOTAL	4	4	2	2	1	1						
MEAN (AVERAGE)	85.0	85.0	27.0	34.5	78.0	89.0						

PART II PROGRAM EVALUATION

B

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
RAW SCORES

TITLE I PROJECT NO. 67-067 SUBJECT MATTER AREA Reading - Summer School

Use this page to report the raw scores of the tests listed on Page A. Make a separate sheet for each subject matter area. Indicate the number of students who fall into each category.

GRADE	1		2		*3		4		5		6	
Raw Scores	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
67-UP					0/6	0/8	24	16	15	24	17	15
65-66						0/2	4	4		2	2	1
63-64						0/2	1	1	2	2	1	4
61-62					0/3	0/1	3	5	5	2	1	2
59-60					0/3	0/1	3		2		3	2
57-58					0/3	0/1	4	5	2	3	1	2
55-55						0/1	6	4	2	3	1	4
53-54					0/2	0/2	8	7	2	1	5	2
51-52					0/4	0/3	5	5	2	1	3	2
49-50					0/2	0/8	3	7	2		2	
47-48	5	15	13	21	3/3	9/6	6	12	1		1	3
45-46	5		6	6	1/8	8/2	4	5	2	2	5	2
43-44	6	3	11	15	7/5	6/5	7	8		1	5	4
41-42	4	3	12	8	4/4	3/5	13	12	3	4	1	2
39-40	5	10	5	7	2/5	3/4	7	12	3	2	2	1
37-38	9	4	14	10	6/6	4/5	9	4	1	1	2	3
35-36	3				0/4	1/4	11	7		1		3
33-34	5	6	7	1	3/7	4/6	7	7	4	3	3	1
31-32	11	9	9	5	1/7	2/6	7	4	1	1		2
29-30	9	7	8	8	3/3	4/3	2	6	2		1	2
27-28	8	6	6	6	2/6	3/1	4	5			2	1
25-26	1	2			1/0	1/5	4	5		1	1	
23-24	12	5	3	6	11/2	4/3	2	3	1		3	1
21-22	2	2		1	1/1	4/3	3	1				1
19-20	8	11	6	5	7/4	5/2	2	1				2
17-18	2	4		1	1/6	1/3		1				
15-16	10	7			8/4	4/5		2			1	
13-14	4	2	3		2/0	1/0						
11-12	5	10	7	2	2/0	3/0	1					1
9-10	3	9	1	8	2/0	2/0						
7-8	10	12	9	5	4/0			1				
5-6	4	4	1	2		2/0						
3-4	5	3	2	3	3/0	1/0						
1-2	1		1		1/0							
TOTAL	137	137	124	124	75/98	75/98	150	150	54	54	63	63
MEAN (AVERAGE)	23.8	24.5	31.9	33.5	20.8/ 39.1	30.2/ 40.9	48.4	45.3	57.9	65.5	55.3	55.6

* The third grade was given both the Gates/Nelson test.

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
RAW SCORES

TITLE I PROJECT NO. 67-067 SUBJECT MATTER AREA Reading - Summer School

Use this page to report the raw scores of the tests listed on Page A. Make a separate sheet for each subject matter area. Indicate the number of students who fall into each category.

GRADE	7		8		9		10		11		12	
Raw Scores	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
67-Up	3	3			1	1						
65-66												
63-64												
61-62												
59-60												
57-58		1										
55-56												
53-54	1											
51-52												
49-50												
47-48												
45-46												
43-44												
41-42												
39-40												
37-38				1								
35-36												
33-34			1									
31-32				1								
29-30												
27-28												
25-26												
23-24												
21-22			1									
19-20												
17-18												
15-16												
13-14												
11-12												
9-10												
7-8												
5-6												
3-4												
1-2												
TOTAL	4	4	2	2	1	1						
MEAN (AVERAGE)	85.0	85.0	27.0	34.5	78.0	89.5						

PART II PROGRAM EVALUATION

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. Project Number 67-067 Activity Psychological Services

2. Length of time of activity in months 12 months

Beginning Date September 1, 1966 Ending Date August 31, 1967

3. Estimated cost of this activity or service 79,478

4. Indicate the number of students participating in this activity by grade level:

Preschool	1377	3.	140	7.	17	11.	35
Kindergarten	1303	4.	133	8.	31	12.	9
1.	802	5.	207	9.	40	Ungraded	161
2.	355	6.	185	10.	55	Total	4871

5. Number of staff involved in this activity: Full Time 7 Half Time 19

6. What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.

1. To assist schools in the area in the identification of children in need of special programs and make complete evaluations of them.
2. To assist in the planning of appropriate programs for children with distinct problems or assets.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.	x			x		
Kindergarten	x			x		
Grades 1-3	x			x		
Grades 4-6	x			x		
Grades 7-9		x			x	
Grades 10-12		x			x	

* Little or no progress above that normally expected for this group.

PROJECT EVALUATION (CON'T)

7. Give a brief resumé of this activity. (Please see instructions)

See Supplementary Sheet (next page)

8. Summary and conclusions for this activity. (Please see instructions)

The potential intelligence and progress of children in disadvantaged areas and how to make this potential ability operational is one of this department's major concerns. As a psychological department we attempted to initiate evaluations of as many young children in the AID area as possible. The older children were seen on a referral basis. Four screening tests of ability were used on approximately 3500 Head Start, Kindergarten, First Grade, and Second Grade children. They did well on the SIT (Correlation of .93 to .98 on the Binet) which required verbal answers. They did less well on the PPVT, a vocabulary recognition test, which requires no verbalization.

Supplementary Sheet, Page 2

Part II PROGRAM EVALUATION

7. Give a brief resume of this activity. (Please see instructions)

Screening was done to identify mentally retarded children, children with emotional problems, children with other pertinent learning disabilities (e.g., expressive or receptive aphasis), and children with other pertinent exceptionability. To develop and record as much information as possible about other children in the class, their relationship to each other and to their teacher. A study is being made (not yet completed) to see if I.Q. scores remain stationary, were raised or dropped.

Screening was accomplished by use of standard tests (Slosson Intelligence test, Peabody PVT, Goodenough Harris DAM, Lions Perceptual Forms), observing and interacting, obtaining teacher reports, and by securing parental reports.

The psychologist conducted more extensive evaluations of children with apparent problems. A minimal evaluation required approximately four hours. Some children were referred for further work. This action was taken with children testing in the superior ability range, those who had severe emotional disturbance, severe mental or physical impairment, or where there was evidence of a complex learning problem.

The child was referred to such agencies as: State Crippled Children's Service, mental helath clinic, university psycho-educational or speech and hearing clinic, state training school, county health department, Family Service Society, Catholic Charities, or a day care center, etc.

The psychologist worked in an advisory role with teachers, the school, nurse, parents, and guidance personnel. In working with these people, the psychologist helped them to understand the child and his problem and develop better techniques for helping the child.

In addition, professional psychological services were utilized in the following ways: Development of curriculum and related daily activities; In-service training of the professional and non-professional staff; Consultation with the staff; Aiding staff to identify, pinpoint, and understand individual children's and parent's emotional, intellectual and social problems.

The parochial schools were informed of the service at the beginning of the program. We have tested many parochial children under Title III, Reading Laboratory funds. The parochial schools have not generally sought psychological services for children who remain in their schools. We are seeing children who are coming into the public school system for some reason, usually because of some degree of retardation.

An important project for psychological testing was working with Head Start children.

The following is from a report of Operation Headstart to the Board of Education, Omaha Public Schools, by Mrs. Maxine Morledge.

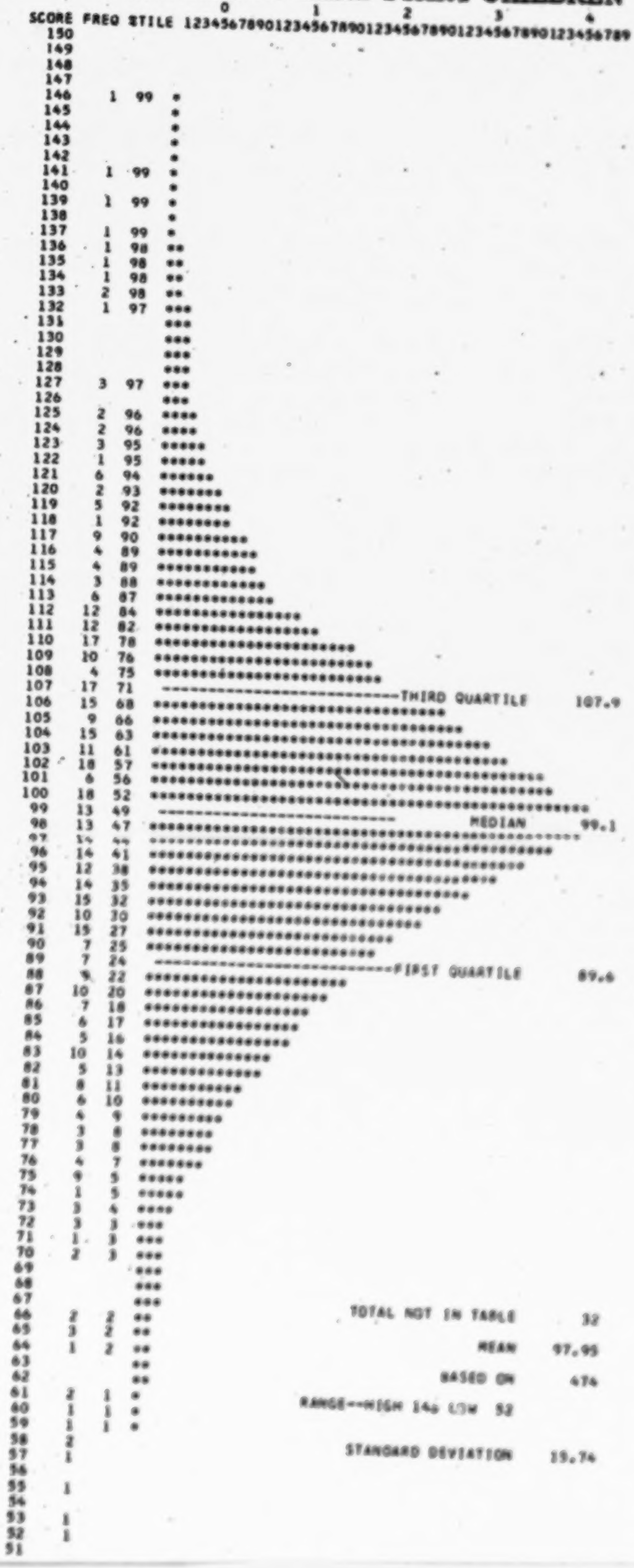
Each Head Start child is given a screening evaluation by psychological testers trained in the administration of four instruments given on an individual basis:

1. A verbal test. Slosson Intelligence Test.
2. A non-verbal test which measures picture vocabulary recognition: Peabody Picture and Vocabulary Test.
3. A test of eye-hand coordination and hand control: Lion's Perceptual Forms.
4. Goodenough Harris Draw-a-man.

These children are tested twice a year. A test is given early in the program and then again late in the year to measure growth. Any irregularities in behavior, performance, physical, or mental maturation is noted and the child is seen in greater depth by the regular psychologist who serves the school. At that time an effort is made to counsel with the parent. The Head Start nurse and social workers assist in any necessary follow-up. A written report discussing the test performance of each child is sent to the teacher with a carbon kept in the office of Psychological Services. The test performance is coded and data processed in the Psychological Department. The group performance of the Head Start spring and summer children on the verbal intelligence test indicates a very "normal curve" of intellectual potential.

The psychologist had several meetings with the Head Start teachers to discuss test results. The testing program was explained and teachers' questions were answered.

I Q RANGE OF HEAD START CHILDREN 1965-66



```
                     0         1         2         3         4
SCORE FREQ %TILE 1234567890123456789012345678901234567890123456789
 150
 149
 148
 147
 146     1   99
 145
 144
 143
 142
 141     1   99
 140
 139     1   99
 138
 137     1   99
 136     1   98
 135     1   98
 134     1   98
 133     2   98
 132     1   97
 131
 130
 129
 128
 127     3   97
 126
 125     2   96
 124     2   96
 123     3   95
 122     1   95
 121     6   94
 120     2   93
 119     5   92
 118     1   92
 117     9   90
 116     4   89
 115     4   89
 114     3   88
 113     6   87
 112    12   84
 111    12   82
 110    17   78
 109    10   76
 108     4   75
 107    17   71   ---------------------------THIRD QUARTILE     107.9
 106    15   68
 105     9   66
 104    15   63
 103    11   61
 102    18   57
 101     6   56
 100    18   52
  99    13   49   ---------------------------         MEDIAN      99.1
  98    13   47
  97    14   44
  96    14   41
  95    12   38
  94    14   35
  93    15   32
  92    10   30
  91    15   27
  90     7   25
  89     7   24   ---------------------------FIRST QUARTILE      89.6
  88     9   22
  87    10   20
  86     7   18
  85     6   17
  84     5   16
  83    10   14
  82     5   13
  81     8   11
  80     6   10
  79     4    9
  78     3    8
  77     3    8
  76     4    7
  75     9    5
  74     1    5
  73     3    4
  72     3    3
  71     1    3
  70     2    3
  69
  68
  67
  66     2    2                 TOTAL NOT IN TABLE        32
  65     3    2
  64     1    2                               MEAN    97.95
  63
  62                                      BASED ON      474
  61     2    1
  60     1    1           RANGE--HIGH 146 LOW  52
  59     1    1
  58     2                  STANDARD DEVIATION    15.74
  57     1
  56
  55     1
  54
  53     1
  52     1
  51
```

FIRST GRADE

I Q RANGE OF FIRST GRADE CHILDREN 1965-66

```
                     0         1         2         3         4
SCORE FREQ %TILE 1234567890123456789012345678901234567890123456789
  150
  149
  148
  147
  146
  145    1  99   *
  144            *
  143            *
  142            *
  141    2  99   *
  140            *
  139            *
  138    1  99   *
  137    1  99   *
  136    2  99   *
  135    3  99   *
  134    1  98   **
  133    3  98   **
  132    3  98   **
  131    2  98   **
  130    4  97   ***
  129    3  97   ***
  128    3  97   ***
  127    5  96   ****
  126    7  96   ****
  125    8  95   *****
  124    5  95   *****
  123    5  94   ******
  122    8  93   *******
  121   10  92   ********
  120   18  91   *********
  119   11  90   **********
  118   12  89   ***********
  117   17  87   *************
  116   11  86   **************
  115   21  84   ****************
  114   28  82   ******************
  113   12  81   *******************
  112   18  79   *********************
  111   22  77   ***********************
  110   27  75    --------------------------THIRD QUARTILE     110.0
  109   17  73   ***************************
  108   30  70   ******************************
  107   34  67   *********************************
  106   29  65   ***********************************
  105   29  62   **************************************
  104   18  60   ****************************************
  103   22  58   ******************************************
  102   23  56   ********************************************
  101   32  53   ***********************************************
  100   32  50   **************************************************
   99   29  48    --------------------------        MEDIAN      99.7
   98   18  46   **********************************************
   97   30  43   *******************************************
   96   30  41   *****************************************
   95   29  38   **************************************
   94   32  35   ***********************************
   93   26  33   *********************************
   92   37  29   *****************************
   91   18  28   ****************************
   90   23  26   **************************
   89   17  24    --------------------------FIRST QUARTILE      89.4
   88   25  22   **********************
   87   30  19   *******************
   86   19  17   *****************
   85   23  15   ***************
   84   22  13   *************
   83   13  12   ************
   82   20  10   **********
   81   16   9   *********
   80   11   8   ********
   79    9   7   *******
   78   10   6   ******
   77    4   6   ******
   76   12   5   *****
   75    5   4   ****
   74    8   3   ***
   73    7   3   ***
   72    3   2   **
   71    5   2   **
   70    6   1   *
   69    4   1   *
   68    5   1   *
   67    2
   66    2                             TOTAL NOT IN TABLE        25
   65    1
   64    2                                           MEAN     99.38
   63    1
   62                                            BASED ON      1096
   61    1
   60    1                        RANGE--HIGH 145 LOW  60
   59
   58
   57                                  STANDARD DEVIATION     14.81
   56
   55
   54
   53
   52
   51
```

I Q RANGE OF KINDERGARTEN CHILDREN 1965-66

```
                       0         1         2         3         4
SCORE FREQ %TILE 1234567890123456789012345678901234567890123456789
  150    2   99  *
  149    2   99  *
  148    1   99  *
  147            *
  146    3   99  *
  145    3   99  *
  144            *
  143    2   99  *
  142    4   99  *
  141    1   99  *
  140    5   99  *
  139    2   99  *
  138    6   98  **
  137    6   98  **
  136    9   98  **
  135    6   98  **
  134    6   97  ***
  133   12   97  ***
  132    9   97  ***
  131    7   96  ****
  130   24   95  *****
  129    4   95  *****
  128   11   95  *****
  127    9   95  *****
  126   15   94  ******
  125   24   93  *******
  124   22   92  ********
  123   22   91  *********
  122   18   91  *********
  121   25   90  **********
  120   45   88  ************
  119   31   87  *************
  118   32   86  **************
  117   27   85  ***************
  116   37   84  ****************
  115   44   82  ******************
  114   47   80  ********************
  113   37   79  *********************
  112   60   77  ***********************
  111   42   75  *************************
  110   63   73   -----------------------THIRD QUARTILE     110.8
  109   61   70  ******************************
  108   58   68  ********************************
  107   62   66  **********************************
  106   66   64  ************************************
  105   72   61  ***************************************
  104   77   58  ******************************************
  103   72   55  *********************************************
  102   79   52  ************************************************
  101   79   50  **************************************************
  100  145    4   -----------------------       MEDIAN     100.0
   99   58   42  ******************************************
   98   92   39  ***************************************
   97   79   36  ************************************
   96   70   33  *********************************
   95   86   30  ******************************
   94   78   27  ***************************
   93   60   25  *************************
   92   67   22   -----------------------FIRST QUARTILE     92.9
   91   54   20  ********************
   90   67   18  ******************
   89   47   16  ****************
   88   39   15  ***************
   87   45   13  *************
   86   47   11  ***********
   85   45   10  **********
   84   27    9  *********
   83   27    8  ********
   82   25    7  *******
   81   16    6  ******
   80   23    5  *****
   79   15    5  *****
   78   13    4  ****
   77   10    4  ****
   76   17    3  ***
   75   14    3  ***
   74   11    2  **
   73   11    2  **
   72    6    2  **
   71   11    1  *
   70    8    1  *
   69    6    1  *
   68    8
   67    5
   66    4
   65    2                         TOTAL NOT IN TABLE       52
   64    1
   63    3                                       MEAN   101.49
   62    1
   61    5                                   BASED ON     2706
   60
   59    1                    RANGE--HIGH 150 LOW  53
   58    1
   57
   56    1                         STANDARD DEVIATION    14.94
   55    3
   54
   53    1
   52
   51
```

The following forms were designed to meet the specific needs of the Psychological Department (Project #29).

PSYCHOLOGICAL SERVICES
Omaha Public Schools
3819 Jones Street
Omaha, Nebraska 68105

PSYCHOLOGICAL SERVICES

INSTRUCTIONS FOR CODING

Student Number--1. Clerk will obtain student number from Census Department on weekly basis.

2. Print name legibly, last name first.

3. School by code as follows:

HIGH SCHOOLS

Code	School
330	Benson
360	J. H. Beveridge
885	Wm. Jennings Bryan
361	Burke
331	Central
363	Morton
332	North
333	South
334	Technical

JUNIOR HIGHS

873	Bancroft
876	J. H. Beveridge
885	Wm. Jennings Bryan
881	Nathan Hale
875	Indian Hill
877	Lewis and Clark
883	R. M. Marrs
879	McMillan
880	Monroe
878	J. Sterling Morton
872	Geo. W. Norris

ELEMENTARY

40	Adams
101	Ashland Park
42	Beals
83	Belle Ryan
43	Belvedere
44	Benson West
106	Boyd
46	Castelar
135	G. Catlin
47	Central Grade
48	Central Park

Code	School
118	Chandler
49	Clifton Hill
50	Columbian
136	Conestoga
98	Corby Site
52	Corrigan
117	Crestridge
108	Crown Point
113	District 19
121	L. Dodge
53	Druid Hill
54	Dundee
130	T. Edison
55	Edward Rosewater
57	Fairfax
58	Field Club
99	Field Club I. P.
59	Florence
80	Fontenelle
60	Franklin
135	George Catlin
125	Gilder
115	Giles
105	Grover Site
62	Harrison
122	Hartman
63	Hawthorne
64	Henry W. Yates
65	Highland
66	Howard Kennedy
39	Homebound
95	Indian Hill
109	Irvington
67	Jackson
68	Jefferson
70	Kellom
66	Howard Kennedy Jel.

Code	School
71	Lake
121	Laura Dodge
72	Lincoln
73	Long
97	J. P. Lord
74	Lothrop
75	Madison
124	Marrs
76	Mason
77	Miller Park
76	Minne Lusa
79	Monmouth Park
103	Mount View
140	Oak Valley
32	Park
127	Pawnee
102	Pershing
100	Pickard
31	Pleasant Hill
119	Ponca
124	Ralph Marrs
104	Riverview
84	Robbins
125	Robert Gilder
85	Rosehill
55	Edw. Rosewater
83	Belle Ryan
100	Ryan-Pickard
86	Saratoga
87	Saunders
88	Sherman
89	South Lincoln
115-A	Southern Hills
110	Springville
111	Sunny Slope
130	Thomas Edison
131-H	Tomahawk Hills
90	Train
91	Vinton
107	Wakonda
92	Walnut Hill
93	Washington
94	Webster
112	West Maple
120	West Pacific
56	Western Hills
96	Windsor
64	Henry Yates

Code	School
ROMAN CATHOLIC SCHOOLS	
240	Assumption
216	Bishop Ryan High
241	Blessed Sacrament
209	Cathedral High
285	Christ the King
202	Creighton Prep
254	Duchesne Academy
244	Holy Angles
245	Holy Cross
283	Holy Ghost
247	Holy Name
203	Holy Name High
248	Immaculate Concep.
214	Marion High
215	Mercy High
204	Notre Dame Academy
252	Our Lady of Lourdes
208	Rummel High
255	Sacred Heart
256	Sacred Heart Elem.
206	Sacred Heart High
289	Sacred Heart Papillion
257	St. Adalberts
258	St. Agnes
298	St. Ann
259	St. Anthony
260	St. Benedict
284	St. Bernadette
261	St. Bernard
262	St. Bridget
263	St. Cecelia
281	St. Frances Cabrini
264	St. Francis
290	St. Gerald, Pap.
251	St. James School
295	St. James Orphanage
292	St. Joan of Arc
265	St. John
266	St. Joseph
213	St. Joseph Academy (Good Shepard)
211	St. Joseph's High
267	St. Margaret Mary
268	St. Mary
239	St. Mary, Our Queen

Code	School
291	St. Mary s Bellevue
269	St. Patrick
271	St. Peter
272	St. Peter and Paul
273	St. Philip Neri
262	St. Pius X
280	St. Richards
274	St. Rose
275	St. Stanislaus
276	St. Therese
268	St. Thomas More
277	St. Wenceslaus

OTHER PRIVATE OR PUBLIC SCHOOLS

Code	School
400	Beatrice-Feeble
246	Bedford S.D.A.
201	Brownell Hall High
242	Brownell Hall-Talbot
243	Cross Lutheran

Code	School
404	Geneva School-Girls
296	Gethsemene Lutheran
279	Hope Lutheran
403	Kearney School-Boys
249	Mayfield Adv. Omaha Jr. Academy
250	Mt. Calvary Lutheran
402	Nebr. Sch. for Blind
401	Nebr. Sch. Deaf
286	Omaha Hearing Sch.
238	Omaha Hebrew Acad.
287	Omaha Opp. Center
253	Pratt School I. I.
205	Pratt Sch. I.I. Hg.
270	St. Paul Lutheran
278	Zion Lutheran
405	Out of Town
148	Haven Academy
97	J. P. Lord
39	Homebound

GRADES: Grades by Code

98	Head Start
99	Preschool
00	Kindergarten
01	First
02	Second
03	Third
04	Fourth
05	Fifth
06	Sixth
07	Seventh
08	Eighth
09	Ninth
10	Tenth
11	Eleventh
12	Twelfth
13	Not in School
14	Special

School, Grade

REFERRAL SOURCE:

01	School
02	Visiting Teacher
03	Outside Agency
04	Private Physician
05	Parent
06	Reading Clinic
07	Cleft Palate
08	Psychological Services

REASON FOR REFERRAL:

01	Early School Entrance
02	Behavior
03	Emotional
04	Academic
05	Other
06	Experimental Control (Head Start, etc.)
07	Placement
08	Cleft Palate

BIRTHDATE: List Year, Month, Day

SEX: Circle on Coding Sheet

1	Male
2	Female

RACE: Circle

1	White
2	Black
3	Red
4	Yellow

WHERE TESTED: Circle

1	In Clinic
2	In School
3	In Hospital

Referral source - Where tested

PSYCHOLOGISTS:

01	Nesvan
02	Furstenberg
03	Krusen
04	Kniffel
05	Brunson
06	Thompson B.
07	DeWitt
08	Ellenson
68	Brinlee
85	Empson
09	McMillan
82	Thompson R.
79	Ausdenmore

PART TIME TESTERS:

99	Dus
98	Combs
97	Jesperson
96	Meile
95	Pace
94	Dunning
93	Fader
92	Nesvan, P.
91	Zoubul
90	Crawford
89	Bretherton
88	Shecter
87	Erickson
86	McCormick
84	Galusha
83	Edwards
81	Babcock
80	Bare
78	Johnson
77	Chatfield
76	Blonsky

75	Gibbons
74	Larkin
73	Berman
72	Scott
71	Larsen
70	Billings
69	Kraft
67	George
66	Barhes
65	
64	Wurtz
63	
62	
61	
60	
59	Brown
58	Hoefaner
57	Myrbach
56	Bauer
55	Wicka
54	Brookshire
53	Dombrowski
52	Myers
51	Gatus

Psychologists

FAMILY STATUS BY CODE:

01	Married
02	Divorced
03	Step Parent
04	Separated
05	One Parent Deceased
06	Guardian
07	Adoptive
08	Only one Parent
09	Orphanage

FAMILY OCCUPATION BY CODE:

00-19 Professional Occupations:

00	Accountant
01	Architect
02	Artist
03	Writer
04	Clergyman
05	Dentist
06	Engineer
07	Lawyer
08	Librarian
09	Musician
10	Pharmacist
11	Physician
12	Social Worker
13	Teacher (College)
14	Teacher (Other)
15	Nurse
16	Veterinarian
17	Natural Scientist
18	Social Scientist
19	Miscellaneous

20-29 Semi-Professional Occupations

20	Aviator
21	Commercial Art
22	Designer
23	Draftsman, Surveyor, etc.
24	Entertainment Industry
25	Laboratory Technician
26	Medical Worker
27	Athletics
28	Mortician
29	Miscellaneous & self-emp.

30-39 Managerial and Office Occup.

30	Hotel & Restaurant Mgr.
31	Retail Store Mgr.
32	Buyers
33	Inspectors
34	Advertising
35	Credit Manager
36	Building Mgr.
37	Purchasing Mgr.
38	Financial Institution Mgr.
39	Miscellaneous Mgr.

40-45 Clerical & Kindred Occup.

40	Bookkeeper and Cashier
41	Office Clerk
42	Time Keeper
43	Secretary
44	Stenographer & Typist
45	Miscellaneous

46-52 Sales & Kindred Occup.

46	Business Salesman
47	Consumer Sales
48	House-to-House Sales
49	Insurance Salesman
50	Real Estate Salesman
51	Sales Clerk
52	Miscellaneous Sales

Status, Occupations

53-67 Service Occupations:

53	Domestic Service
54	Chef or Cook, Baker
55	Waiter or Waitress
56	Barber
57	Beautician
58	Other Personal Services Including Nurses Aide
59	Fireman
60	Policeman, Sheriff Detective, etc.
61	Military
62	Civil Services
63	Municipal Government
64	County Government
65	State Government Worker
66	Federal Gov. Worker
67	Misc. Service Occup.

68-71 Agriculture:

68	Dairy Farmer
69	Animal Farmer
70	Student
71	Misc. Farm Occup.

72-91 Skilled Occupations:

72	Food Products (Mfg.) Packing Houses
73	Lumber Products Mfg.
74	Paper Products Mfg.
75	Printer
76	Chemical Products Mfg.
77	Fuel Products Mfg.
78	Rubber Goods Mfg.
79	Building Materials Mfg.
80	Metal Working Mfg.
81	Electrical Mfg.
82	Miscellaneous Mfg.
83	Bricklayer
84	Carpenter
85	Painter
86	Paperhanger
87	Plasterer
88	Plumber
89	Other Construction Occup.
90	Communications & Utilities
91	Miscellaneous Skilled Occup.

92-96 Semi-Skilled Occupations:

92	Machine Operators
93	Truck Driver
94	Service Station Attendant
95	Apprentice
96	Other Semi-Skilled Occup.

97-99 Unskilled Occupations:

97	Manual Laborer, Janitor
98	Part-Time Misc. Unskilled Help, Watchman
99	Unemployed, ADC, Social Security Retirement Funds.

TESTDATE: Indicate Year and Month

TIME:

01	Regular Day
02	Overtime

01	Attended Head Start
02	Private Nursery School
03	Unknown

TEST USED: With IQ or Grade Results Listed Also

ABILITY:

13	Ammons
01	Binet
12	Columbia M. M.
11	Draw-A-Man
09	French
14	Hayes-Binet
19	Hiskey-Nebr. Learn. Apt.
18	I.T.P.A.
20	Leiter
25	Merrill Palmer Infant
10	Peabody
08	Slosson
17	Vineland Social Maturity
05	WAIS VS
06	" PS
07	" FS
02	WISC VS
03	" PS
04	" FS

READING AND ACHIEVEMENT:

49	Davis Reading
30	Gates Reading
50	Gray Oral Reading
31	Jastak Reading
32	" Spelling
33	" Arithmatic
29	Nelson-Denny Reading
34	Slosson Oral Reading

OTHER:

21	Bender Visual Percep. Forms
28	Benton Visual Survey
15	Brenner School Readiness
41	Frostig Perception
36	Lions Perception
16	Keystone Visual Survey
47	Dvorene Color Plates
48	Farnsworth (Color Blind)
35	House-Tree-Person
26	C.A.T.
27	T.A.T.
22	Rotter Sentence Completion
23	Short Sentence Completion
24	Long Sentence Completion
42	Billet Starr Problem Ck. List
40	P.S.I.
39	Geist Pict. Interest Inv.
43	Kuder Vocational
44	Kuder Personal Preference
45	Kuder General Interest
37	Bennett
38	Stromberg Dexterity Test
46	Strong Interest Inventory

Test used

PARENT CONFERENCE HELD:

01	Mother
02	Father
03	Both if Together
04	Neighborhood Aide
05	School Personnel
06	Guardian
07	Relative
08	Caseworker

FINDINGS:

06	Clinical Type Retardation
04	TMR
03	EMR
05	Slow Learner
01	Average
23	Bright
19	Superior
02	Academically Retarded
18	Underachiever
22	Perceptual Problem
21	Immaturity
14	Inconsistent home Discipline

17	Inconsistent School Discipline
07	Possible Brain Damage
08	Cerebral Palsy
20	Cleft Palate
09	Possibly Emotionally Disturbed
13	Aphasoid
15	Orthopedically Handicapped
16	Multiply Handicapped
10	Speech Defect
11	Hearing Defect
12	Visual Defect
24	Apparent Motor Coord. Defect

Findings, Recom. J.

RECOMMENDATIONS:

SPECIAL CLASS PLACEMENT:

56	No School Entrance
08	Exclude From Public Sch.
04	Demotion
03	Retention
46	Maintain Status Quo
05	Acceleration
12	Headstart
14	Nursery School
52	Extended Day
53	Summer School
09	EMR
10	TMR
11	Consider Dr. J. P. Lord
13	Work-Experience Program
15	Neighborhood Youth Corps.
16	Other

SPECIAL EXAMINATION RECOMMENDATION:

29	Physical Therapy
30	Nebr. Psych. Inst. Retardation Study
31	Neurological
33	EEG-Suspected Seizure Behavior
34	Medical Examination
35	Psychiatric Evaluation
36	Visual Evaluation
37	Audio Evaluation
38	Speech Evaluation
06	Reading Evaluation
43	Retest at Later Date
44	Retest in Clinic

COUNSELING:

41	Parent Counseling
39	School Counseling for Child
40	Counseling with School
54	Home Stimulation
01	Consistent Discp. in Home
50	Consistent Discp. in School
02	Consistent Handling in School
48	Increase Pressure
49	Decrease Pressure
42	Remediation in School
51	Enrichment Program
45	Free Shoes/Clothing
47	Free Glasses

OTHER FACILITIES RECOMMENDATION:

17	Nebr. School for Deaf
18	Nebr. School for Blind
19	Haven Academy
20	Omaha Opportunity Center
21	Help Nursery
55	Social Service Agency
22	Family and Child

OTHER FACILITIES RECOMMENDATION: continued

23 Catholic Charities
24 Youth Center
25 Omaha Home for Boys
26 Boys Town
27 Good Shepard Home
28 Uta Hallee

Recommend's

DATE ______________

PSYCHOLOGICAL SERVICES CODING SHEET

NUMBER 1 – 6

NAME 7 Last — First 26

SCHOOL ATTENDED 27 – 29

GRADE 30 31

REFERRAL SOURCE 32 – 33

REFERRAL PROBLEM 34 – 35

BIRTHDATE YR MON DAY 36 – 41

SEX (42)

Male	1
Female	2

RACE (43)

White	1
Black	2
Red	3
Yellow	4

TEST LOCATION (44)

In clinic	1
In school	2

PSYCHOLOGIST 45 – 46

PARENT STATUS (47)

Married	1
Divorced	2
Step Parent	3
Separated	4
One Parent Deceased	5
Two Parents Deceased	6

CENSUS OCCUPATION CLASS. 48 – 49

TEST DATE YR MON 50 – 53

HOURS (54)

Regular	1
Overtime	2

PRE-SCHOOL (55)

Head Start	1
Private Kdg.	2
Unknown	3

INTERVIEW (56)

Mother	1
Father	2
Both if together	3
Neighborhood Aide	4
School Personnel	5
Guardian	6

TEST NAME	TEST NO. 57 58	RESULTS-IQ OR GRADE LEVEL 59-61

62	RECOMMENDATIONS			71

72	FINDINGS		79

"1" in Column 80 of Master Card

6-66 10M-®-42

PSYCHOLOGICAL SERVICES
Omaha Public Schools
3819 Jones Street
Omaha, Nebraska 68105

OMAHA PUBLIC SCHOOLS

Date of Referral________

Application for Psychological Services
1967-68
Instructions to Principal:

Urgent ☐

School________

Code________

Complete referral in duplicate, forward original copy to Psychological Services. Suggest place carbon copy in pupil's cumulative record folder. Attach all pertinent information not included in this referral blank (such as Visiting Teacher's report) to the original copy. Any additional information the school sends will be of aid in the psychological evaluation.

Routine ☐

Do not write in this space

Received________

Referred to________

By________Date________

A. PUPIL IDENTIFICATION

1. Pupil's Name________ (Last) (First) (Middle) Age________
2. Birthdate________ (Month) (Day) (Year) Sex________ Grade________
3. Pupil's Address________ Home Phone________
4. Father's Name________ Occupation________ Education________
5. Mother's Name________ Occupation________ Education________
6. Step Parent or Guardian________ Occupation________ Education________
7. Siblings (name, age, grade, school, and others in the home

B. PURPOSE OF REFERRAL

Any case marked urg. must be justified.

1. Specific Purpose________
2. General description of problem________
3. What has already been done________

C. FAMILY CONSULTATION

1. Date and manner of preparing parents and child for this referral ____________

2. What were their reactions ____________

D. SCHOOL HISTORY Give pertinent information

School	Grade	Promotion Record	Impression Of Attendance Record

STANDARDIZED TEST RECORD

Give resume' of most recent Achievement Tests as well as other standardized scores and previous individual psychological tests.

Date	Name of Test	MA	IQ	Other

PERSONNEL INVOLVED IN REFERRAL

List names of all school personnel or others currently involved in working on this problem such as counselors, etc. Circle the name of any person who has attached additional information to the original report:________________

E. BRIEF MEDICAL & SOCIAL HISTORY (To be filled by Nurse)

Give types and results of test or screening and dates:

1. Vision_______________ 2. Hearing_______________ 3. Speech_______________

4. Illnesses, accidents, operations______________________________

5. Is this pupil now under professional treatment? Explain_______________

6. What other community agency now serves this child or family?_______________

F. OTHER INFORMATION WHICH MAY BE USEFUL TO THE PSYCHOLOGIST

____
Date of Request

____
Signature & Title of Person Compiling

____
Signature of Principal

Send to: Psychological Services
Omaha Public Schools
3819 Jones

Prepared by: Geraldine Nesvan
Approved by: Don Warner
Assistant Superintendent

PSYCHOLOGICAL SERVICES
Omaha Public Schools
3819 Jones Street
Omaha, Nebraska 68105

tHINGS TO CONSIDER BEFORE YOUR CHILD ENTERS SCHOOL

There are a few children who are not ready or mature enough to enter school at the usual age, even though they may be quite intelligent. We are listing a few points which these children should learn at home before entering school. If children cannot do most of them, they fail in school, will be unhappy, and perhaps will not get along with the rest of the class.

1. Putting on clothes.---Able to put on coats, outer clothing and overshoes. Can button, use zippers, or other fasteners. Uses handkerchiefs himself, and does not drool. Is able to wash face and hands. Knows his own clothing. Can get a drink alone.

2. Toilet habits.---Cares for self at toilet. Is able to fasten and unfasten clothes. Does not wet or soil clothes.

3. Habits about play.---Is able to roll a ball in play on floor back and forth to another person. Can bounce a large ball and catch it. Understands simple ideas about space and motion. Walks up and down stairs unassisted.

4. Speech and talking.---Is able to talk in short, easy sentences. Speech is better than baby talk that the parents only understand. Puts four or more words together in a sentence. Parents should encourage him to talk so as to express his needs and wants, instead of pointing or crying for them. Is interested in songs and nursery rhymes.

5. Paying attention.---Is able to give fairly constant attention to a play project, to listen quietly to a short story and to sit reasonable quiet for periods of ten minutes or longer. His mind should not flit from thing to thing.

6. Adjusting away from parents.---Does not cry easily or quickly when parents are not present. After a little chance to become acquainted, can be left with babysitter, with other children, or with a teacher for two or three hours without crying, and gets along happily with them. Goes about home, yard and immediate neighborhood successfully alone.

7. Playing with children.---Plays reasonably well with other children of same age. Adjusts himself to new playmates, in addition to familiar ones and to his own brothers and sisters. Does not injure them. Is not afraid, and other children do not constantly tease him.

8. Using crayon or blackboard.---Likes to draw and use crayon or chalk. Draws with some purpose for several minutes at a time and has no difficulty controlling crayon or large pencil. Fills in outline figures. Uses sheets or paper, slate, or small blackboard. Puts materials away without constant urging.

9. Coloring and cutting.---Able to match simple colors quickly and name some correctly. Notices color of clothes and flowers. Can cut with blunt scissors, and use other simple tools successfully.

10. Number and form.---Knows the difference between big and little, and between one and two things. Is able to bring 2 spoons, 3 apples, etc. Is able to fit blocks and toys together. Learns that a cup is round, a table has corners, a tree is tall, and similar ideas.

If a child is not mature enough, school work is a mental strain and he becomes nervous. He becomes unhappy and dislikes school, which is very unfortunate. He may be labeled as a slow child when he is only a very young child and in the wrong group.

Trying to force children with these tasks before they are mature enough is as useless as to expect a baby to talk too early. Parents should avoid either the extreme of forcing children in any task too rapidly

m

or of not expecting them to do anything for themselves. A moderately firm but friendly treatment of children is the safest policy.

The chronological age of children is not too important: when children are mature enough, they will begin mastering many of these tasks. Only then are they really ready for school.

Prepared by Geraldine Nesvan

May 28, 1967

PSYCHOLOGICAL SERVICES
Omaha Public Schools
3819 Jones Street
Omaha, Nebraska 68105

YOUR CHILD MAY BE IN THE WRONG GRADE AT SCHOOL

Here is a fact about our educational system that may shock you as much as it did us when we discovered it. If you have a child in school today, the chances are about 50--50 that he is at least a grade ahead of the one he should be in. More, the consequences of this misplacement may follow him through his entire school career, even in college.

The reason is simple. Almost all our schools use two largely inadequate measurements to determine whether children are ready for kindergarten or first grade: chronological age and I.Q. They ingore the most significant measure of all: the child's maturity, or behavior whether a child will perform according to his ability. If it is disregarded, the child can suffer serious harm.

Our eyes were open to this in the mid-1950's when we made the discovery that many of the "problem children" who came to our clinic in New Haven, Conn., had only one major problem: they were adjusting badly to school. And in almost every such case we found that the child had been started in school too soon.

We are able to make such a flat statement because we had given each child a test designed specifically to reveal his readiness for the work or grade he was in.

BLOCK BANGERS. To understand how such tests work, review for a moment the basic discovery of the late Dr. Arnold Gessell at the Yale Clinic of Child Development. Over a period of 40 years, Dr. Gessell and his staff minutely observed and recorded on film the behavior of hundreds of children as they grew form infancy to ten years of age. They documented the basic discovery that behavior develops in as patterned and predictable a way as does the physical organism itself.

For instance, just as the infant creeps before he walks, so he also pounds a block vertically on the table (at six months) before he can bang two blocks together horizontally (at nine months). Most four-year-old boys draw a circle from the bottom up, in a clockwise direction; but by five-and-a-half or six they draw it in the opposite direction—from the top, counterclockwise.

From such observations, Gessell devised a group of simple tests that can tell the skilled examiner just how far a child has come in his behavior. Gessell's infant and pre-school tests have been translated into more than two dozen languages and are standard tools of psychologists and pediatricians throughout the world.

The school-readiness tests, a direct outgrowth of **Gessell's** tests, extend the range into the school-age years of five to ten. Though more complex than the preschool tests, basically they are the same in concept and intent.

These readiness tests showed conclusively that the children in our clinic had been over-placed in school. However, we realized that the children brought to us were those alrealy in trouble. What would tests show for a cross section of average children? To find out, we obtained a grant from the Ford Foundation's Fund for the Advancement of Education, and from 1957 to 1962 made an intensive study of some 1000 kindergarten-through-second-grade children in three elementary schools near New Haven.

"NOVEMBER BOY." The reseult, we are convinced, reflect what is happening throughout the country. Only about a quarter of the children examined were definitely ready for the grades in which they had been placed. A quarter were definitely unready. The rest were at best questionable: They might or might not be able to make it.

If these figures are as hard for you to believe as they were for us, come inside the classroom and observe some of the children we saw. There was John, who as a "November boy" was a classic victim of the archaic chronological-age standard. In Weston, Conn., where John was in kindergarten, the legal readiness requirement is typical: a child is considered ready for kindergarten if his fifth birthday falls on or before December 31 of that school year. John's birthday fell in late November so when he started he was only four years and ten months old. Poor John was unquestionably too young for school and his behavior showed it. He spent much of the time in tears, did not enjoy group activities, and folded up from exhaustion long before the morning was over.

On our first visit to one classroom we sat in the back of the room and made a chart of the desks, marking with an X those children whose behavior was most obviously heading them for trouble. Checking later, we discovered that every one of our eight X marks was for a November or December child!

A New England primary-school principal told us: "I can almost predict which children will have to repeat, even before the teachers turn in their reports. They will be mostly boys, and will have an October, November, or December birthday." Why mostly boys? Because boys this age are about six months behind girls in their development. Yet school-readiness requirements make no allowance at all for this known difference.

SMART AS A WHIP. Margaret was a good solit seven years and six months when she entered second grade.

She had an extremely high I.Q. and stood at the top of her class academically. But she was unhappy in school and had turned sour and disobedient at home. In her relations with other seven-year-olds she was a classic six-year-old: unpleasantly competitive about her marks and in her play, frequently bursting into displays of temper when she fel. "her rights" were being violated. Her only friend in school was the teacher. Like John, she was overplaced, but for different reasons.

She was a type so common that we have coined a term to describe it: "superior-immature." You undoubtedly know children like this: smart as whips, with minds that sometimes seem to outrace your own——but with behavior that is babyish for their age.

Among the children we tested there were dozens of Johns and Margarets. In first grade, they were the fidgeters and gigglers and constant walkers to the pencil sharpener or the bathroom. In second grade, they were the daydreamers. By third grade, with the pattern of failure and unhappiness already beginning to harden, they had learned to hate school. One common symptom was that they had few school friends or none at all.

NOTHING FAILS LIKE FAILURE. To prevent this continuing damage to so many children, we must dispel two common misconceptions. Myth No. I is that the symptoms of immaturity are so obvious that most children are eventually placed in the proper grade. Unfortunately, our experience is that this is rarely the case. Particularly with the "superior immatures" ——since their high I.Q.'s so delight both parents and teachers ——the real problem is overlooked.

Even when immaturity is discovered, too often the child is still not held back. Various social and professional pressures work on parents and teachers alike to keep children "moving ahead and learning." The going along in the wrong grade indefinitely, in the hope that "He'll catch up later on."

That is Myth No. 2. Most unready children do not, in our experience, catch up. To do so, they would at some point have to mature abnormally fast. Instead, what always happens is that, having started school a year too early, the child moves rung by rung up the grade ladder, always a year behind in maturity and behavior. Having learned early that school is an unhappy place, he becomes accustomed to failure.

And this pattern builds on itself year after year. In fact, we are convinced that early over-placement in school is one of the prime reasons for the "under-achievers" who crowd our classrooms today--the ones who fail to live up to their potential and, in too many cases, ultimately drop out.

Colleges increasingly are recognizing the need for more growing up by many students. Since the early 1950's, many colleges have been encouraging some freshmen to take a year or two off and then start again. A professor recently told us, "The best teaching years of my life were the ones just after World War II, when we started getting the G.I. Bill students whose education had been interrupted by the war. Those boys, as a group, were the first students I ever had who were mature enough."

FROM TEARS TO CHEERS. How, then, can our schools properly match the child to the grade? Each child, before entering school, should be given an individual behavior test. Since our original findings, we have trained some 200 teachers, school psychologists and guidance counselors to give school-readiness tests. And for the past year, with Ford Foundation support, we have been working ibtensively with three school systems, in California, Connecticut and Vermont, to help them grade their children on a developmental basis.

Earnest C. Imbach, school psychologist and guidance director of the Visalia, Calif., schools, reports: "Last year when we gave developmental tests to the kindergarten through-second grade children in our Mountain View Elementary School, we found that more than half were being forced to work at a level for which they weren't ready. We've re-placed most of them according to behavior age, and the results have been almost unbelievable. The kids are happier and much more involved in their work, and many are already showing a measurable increase in achievement. The teachers say they're now able to spend more time in creative teaching; the parents tell us the children are more enjoyable to live with. Now the parents and principals of other schools are asking us when they can start developmental placement."

FIGHTS FOR HIS RIGHTS. Your own school, like the vast majority, probably still uses the age-and I.Q. standards. What, then, can you do to, make sure your child is on the right rung of the educational ladder?

First, don't regard it as a stigma on your child if he is held back. The stigma, if any, belongs with the school or his parents for having put him in the wrong grade to begin with. And don't assume that replacing largely, we believe, on how the matter is explained to the child.

Second, keep in mind that it is NEVER too late to put your child in the proper grade. Unfortunately, the older the child, the more bitterly he may protest being re-placed. But over-placing is too potentially damaging to ignore, and chances are--if there are no other complicating factore--that tears will be replaced by happiness as he begins to experience success and find friends in the new grade.

One frequently heard objection to behavioral placement is that a high I.Q. child may suffer from academic boredom when put in a class with younger children. But in our experience this is far less of a problem than most people make it.

Third, if you are convinced your child is wrongly placed, and if the school resists making a change, FIGHT FOR HIS RIGHTS. Putting yourself in your child's shoes may help.

"You would have to live through it to realize the tearing away of your confidence and the humiliation it brings," says a young woman recalling her own experience as an over-placed child. "My first two years in school I cried each day. I couldn't eat. I sat with my head on my desk. I couldn't concentrate. The teacher screamed at me, and my mother blamed one teacher after another for my unhappiness. It was hell."

In every school there are children who are suffering this same agony. It is time we relieved them of the terrible, unnecessary pressure.

For 20 years Drs. Ilg and Ames were associates of the late Dr. Arnold Gesell at his famed Yale Clinic of Child Development. In 1950, after his retirement, they founded the Gesell Insitute of Child Development to continue his work. Of their many books, the most recent is School Readiness (Happer & Row, 1964).

VISUAL PERCEPTION

Visual perception is involved in nearly every action we take. We use it when we dress ourselves, manipulate knives and dishes at the table, walk through a room, or recognize an object by looking at it.

Visual perception then is the ability to receive sensory impressions from the outside world, and the capacity to interpret and identify these impressions in terms of previous experience.

A growing child learns through his visual perceptual experiences what the objects are that he encounters. He learns that certain objects are called chairs, other structures are called beds, that a ball is round and a tabletop is rectangular, that a car is bigger than he is and a pencil is much smaller. When he goes to school, accurate visual perception enables him to read, write, spell, do arithmetic, and undertake any other work involving the accurate recognition and reproduction of visual symbols.

The period of maximum visual perception development normally occurs between the ages of 3½ and 7½ years. Unfortunately a great many children lag in their visual perceptual development--NO MATTER HOW INTELLIGENT THEY ARE. The distortion and confusion with which the child perceives visual symbols will make academic learning very difficult, if not impossible.

A child with disabilities in visual perception is also subject to emotional disturbances. Aware of his puzzling inability to match the performance of his agemates and of the disappointment of his parents and teachers, he almost inevitably becomes confused, angry, and ashamed which usually results in character and behavior disorders. Studies with kindergarten and first grade children show a significant relationship between low scores on a visual perception test and teacher ratings of maladjustment in the classroom.

It is often extremely difficult to discover the factors involved in visual perception disabilities. Sometimes the problem may result from actual brain damage, or from emotional problems sufficiently severe to cause the child to pay more attention to his inner feelings and fantasies than to the world around him, or just simply a lag in development of this area. (Nowadays many children do not play the games or do the things which just naturally train perceptual ability.)

So long as education in this country presupposes certain standards at any given age level, a child who does not acquire learning skills until one to three years later than his peers will associate only experiences of failure with school attendance and the process of learning. It cannot be too strongly stressed that perceptual training should be given as early as possible, both as part of the regular curriculum, and especially, whenever perceptual disabilities are known or suspected.

...... Dr. Marianne Frostig

By the way, as an adult, how is your perception? How much attention do you pay to details? Perception has nothing to do with age or with intelligence or with level of schooling. It concerns only what you see or don't see when you encounter a new situation. Before you can understand, you must be aware: the artist can draw things because he notices every detail of what he sees; the detective can solve a crime because he notices details; and the hobbyist can find a "prize" for his collection because he can tell at a glance the difference between the common and the outstanding.

Try these on yourself.
If someone put salt in the sugar bowl, how could you tell it by looking? What was the speed of the car that just went past your house? If you put up drapes, would they all be the same length, or would one of them need to be just a fraction of an inch shorter? Which one? One of your doors sticks. Is it the fault of the door or the frame? How can you tell walnut wood from mahogany? What word is at the top of the Nebraska license plates? Close your eyes (you're a grown-up, so do it the hard way) draw a perfect square. Now do it the "easy" way draw a perfect square with your eyes open, but do it in one continuous line. How long does it take you to find the red line in the thermometer when you take your child's temperature?

All of these problems depend on visual perception. To some of the questions you sniffed and said what difference does that make to me? I'm not interested in that, or I've never had to notice.

Yet this is the situation your child suddenly faces when he starts school. He must become interested in the new field of reading. He must notice details, sort out the essential ones, and pay attention to them, casting out all the others. But if he is not aware of the details, he can't be taught which ones are important.

Adults often have perceptual problems in reading, particularly if they are tired or bored with what they're reading. Suddenly you realize that that sentence didn't make sense, and on rereading it find that you misread one word of it. But a child does not have the background yet to realize what's wrong when the sentence doesn't make sense. If he cannot see the difference between "sing" and "swing" until someone calls his attention to his error, so that he purposefully takes a second look, he cannot read on his own because no one is there to notice his mistakes. He must perceive the difference himself.

If visual perception is so essential to beginning reading, what about the fourth or fifth grader, whom you are suddenly told has "immature perception"? He's always had trouble with reading, but he can read some even though it's not as good as his classmates. Now what can you do? First of all give him all the praise in the world because this child with immature visual perception has worked TEN times harder to accomplish what he has, than even his classmates who are reading above grade level.

Have his eyes checked, yes. But perception does not have to do with seeing, any more than with intelligence. It is a matter of really noticing what you are looking at, of paying attention to details. Now that you understand perception, you can train your child. Just give him experience, and lots of it.

There are five separate areas of visual perception, according to Dr. Frostig, any one of which can be a problem. Yet they are all somewhat related. On the following pages these areas are explained, with suggestions for activities, games, and exercises. FOR YOU TO DO WITH YOUR CHILD. They may seem too simple or even unrelated but these are things which your child should learn to do automatically, not after thinking it over a while. Now that you know what your child's problem is, keep after it until it does become automatic. But don't expect to see improvement for at least a month. But keep to it.

The emphasis must be on FUN if these suggestions are to be effective. Both parent and child should enjoy this time of being together. Make this a daily practice, but the amount of time each day depends on the child and the activity. No more than thirty minutes, however, is advised in any case. Many of the ideas are for conversations which can take place while you're riding on a bus, for instance, or washing dishes or ironing or working in the yard.

Materials to use should never be a problem, nor does any money need to be spent just for this training. You have things at home which are just as good or better than what you can buy. But you, as the parent, may need to give some thought before hand to usable objects. Patterns have been provided on the last pages of this booklet, and here are some other ideas to get you started.

Pictures are in books, magazines, newspapers, and tin can wrappers.

Books)
Tin Cans)
Boxes) all good for sorting for size and shape, and for
Buttons) drawing pictures of.
Tree leaves)

Also good for sorting are:

Blades of grass (length and width both)
Beans
Torn-up pieces of paper

Thread
Silverware
Clothes for the drawers

Shapes to play with can include:

Macaroni (dry alphabet soup letters, and shapes)
Spaghetti
Fabrics and materials, wallpaper scraps

POSITION IN SPACE

This is the perception of the relationship of an object to the observer. Without this ability the child's visual world is distorted; he is clumsy and hesitant in his movements, and he has difficulty understanding what is meant by the words designating spatial position, such as in, out, up, down, before, behind, left, right. He is likely, when he learns to read to perceive b as d, on as no, saw as was, 24 as 42, and so on.

1. Using the pattern on the last page, make a doll on heavy paper, or cardboard. Put it together with paper fasteners, so that each joint can move.
    - A. Ask your child to identify parts of the body, such as left arm, right let, etc. Also relate such words as behind, in front of, above, below, to the doll.
    - B. Place the doll in a certain position and ask your child to do the same thing with his body. (Check to see that the child understands such things as his own right leg in relation to the doll's right leg.) Again emphasize below, above, left, right, etc.
    - C. Place the doll in a certain position and ask your child to draw the same thing on another paper.
2. Help your child draw stick figures showing action, such as running jumping, standing, waving, etc.
3. Find pictures of people and ask your child to assume the same position.
4. Play a game of 'Simon Says' using such directions as point to your left foot with your right hand. Look behind you. Put your left hand on the table.
5. Work with large shapes: squares, diamonds, etc. Call attention to the differences number of sides, square corner, etc. Then have your child practice drawing these, the same size, smaller, larger. Always work toward accuracy.
6. Have your child make a picture for you using the shapes a square with a triangle on top looks like a house, a circle with a rectangle underneath looks like a tree, etc. This helps the child recognize different shapes in life. Have him make a story about his picture.
7. Using the small shapes for patterns, cut out at least six of each from white paper, and divide them with your child. Place two of yours on the table, let your child look at them, cover them up, and ask your child to put out the same two in the same order. Then compare his with yours. Next, put out three different shapes, then four, and so on. Stop and work on the number he has trouble remembering and putting out in order.
8. Cut out several each of the circles, half-circles, and sticks. With these, help your child construct letters, noticing for instance that a circle and a stick can make a b, d, p, q, depending on which side the stick is on. Show him that a T, and another short stick make an l, etc. Use the half circles for s, m, n, etc. But don't go too fast. Take two or three letters a week.
9. Make words using dry soup letters. Make games, such as this: have your child put out an a; you add an n to make an, he adds a d to make and. Show him also how letters can be rearranged to make words; saw to was, how to who, etc.
10. Children need also to work big, such as on a blackboard, though the soup letters are fascinating. Teach your child to spell words he can 'show off' with--elephant, hippopotamus, etc.

SPATIAL RELATIONS

This is the perception of the position of to or more objects in relation to each other and to the observer. These objects or pattersn are viewed one at a time; a sequence of eye movements is involved, plus a degree of memory, so that all the parts can be understood as a whole. Without this ability a child may read the word string as stirring, or spell it sitnrg. In attempting to solve arithmetic problems, he may be unable to remember the order of processes involved in problems of long division. Model making, map reading, understanding, graphs, and learning systems of measurement to name a few, may be equally difficult for him.

The importance of providing exercises involving three-dimensional objects cannot be stressed too strongly. Work with things, rather than pictures. Children can be helped to make simple models, fashion small objects from wood, clay, or soap, build according to a pattern, read maps, or perform household jobs which require a sequence of actions.

1. Take a picture from the newspaper, or a magazine. Let your child look at it. Then cut it up into pieces and have him reassemble it. Each time you do it, make more and smaller pieces. Start with two or three pieces, then more, then odd-shaped pieces. Or you can buy jigsaw puzzles ranging from very simple one to the five hundred piece variety.
2. If you have a peg board er cribbage board, using half of it, build a pattern of pegs, and have your child build one just like it. Later, build a larger pattern, have your child study it a while, take it apart, and have him build it.
3. String beads (or beans, macaroni, buttons, etc.) first in a simple pattern like round, square, round, square, and have your child copy it. Progress to more complicated patterns such as round round, square, round round, square. Then begin again with simple pattern which your child can study, hide yours, and have your child build it from memory, then compare. Again progress to more complicated patterns.
4. Try this game; On a plain piece of paper, make six rows of dots, six in each row. They should be about ¼ to ½ inch apart. Then, taking turns, the players each draw a line connecting two dots. The person making the fourth line to complete a square puts his initial in it, and the one having the most initialed squares wins.
5. Find in children's coloring books, for instance, pages on which the child connects dots in a numbered sequence to make a picture. These can be made at home by using a thin piece of paper placed over a simple pattern, and the dots placed and numbered along the outline.
6. Cut comic strips such as "Henry" or "Peanuts" or "Dagwood" which have action rather than lots of words, into individual pictures and ask your child to assemble them in proper order to tell a story.
7. Ask your child to make a three or four picture 'comic strip' showing some activity in the home as going to the grocery store, or a boy catches a fish, or getting ready for school. Each picture should show only one action.

8. Using newspaper ads, ask your child to tell you which object is in front of the others, behind, closest, farthest, etc.
9. An older child will enjoy learning to draw. On a table place two or three familiar objects, such as a lamp, an apple, and a small dish or ashtray. Put them together as a group, not in a straight row, so that the child can see that while the whole object is there, it might not all be drawn in the picture. He can also learn about shadows if a strong light is placed at one side of the table. Since most adults feel they can't draw, this is a good time to work together with your child, so that you can point out to each other errors in perception.
10. An older child will also enjoy learning to draw in perspective, using a stack of books, children's blocks, or tin cans (these are more difficult because they're round on top). Have your child draw the stack from any different angles.
11. Again using newspaper ads and pictures, cut out parts of the pictures. Then ask what is missing. Use, for instance, a chair, and cut off one leg, or a ship and cut off the smoke stacks.
12. Make pictures out of things, rather than pencil or crayons. Use such things as macaroni, buttons, bits of cloth and string, toothpicks, etc.
13. Play word games such as taking long words and making small words of the letters; "independent" has in, end, pend, depend, dent, deep, need (and lots more).
14. Working with modeling clay is also fun for the child. Have your child make a "wienie" of clay, and then make a letter with it. Wienies can be made into circles or straight lines.
15. Spread a layer of clay on a cookie sheet, and let your child write in the clay.

PERCEPTUAL CONSTANCY

Four aspects of objects may be visually perceived as constant: shape size, brightness, and color. Thus a football is always the same shape though it looks round as it hurls through the air; it is always the same size, no matter how far away it is; it is always the same color day or night; and is always dull as contrasted to ice which shines or sparkles in the sun. Seen from a tall building, a car might look like a toy because we are used to being on the same level as the car, instead of looking at it from on top. A child with poorly developed shape and size constancy perception may learn to recognize a letter, number, or word when he sees it in a particular form, such as on the blackboard, and fail to recognize the same letter or word when he sees it on paper. (Optical illusions are tricks of this ability.)

1. Finding different sizes: place two objects before your child and ask him which is larger. Start with large objects where the difference is obvious, and progress to things more nearly alike. Some objects should vary in height, others in width. This can be done with pictures, too, but make sure the child understands if you are talking about the picture, or the size they are in real life.
2. Give your child several of one kind of objects (buttons, for instance) and ask him to sort them for size. This can be simply putting them in two piles, large and small, or placing them in a row from the largest to the smallest.
3. Finding different shapes: using the geometric forms, show your child a circle for instance and ask him to find all the circles in the room. This might include a tabletop, table legs, doorknobs, handles, buttons, etc. Do the same thing with the square and other forms.
4. Sorting for shape: this is a good time to clean out the toys. As each thing is picked up, discuss its shape. A truck is mostly rectangular in shape, but the wheels are round. A doll is more like circles than squares, etc.
5. In traveling or walking, ask your child to measure with his thumb and first finger how tall or how wide a faraway building is. Then discuss with him the fact that it really isn't half an inch tall, but looks like that because it's far away. Then ask him how large the building really is-bigger than his own home or smaller, and how does he know this.
6. Have your child draw a simple picture with one object in the background which is smaller, and one object in the front which must be drawn larger. A small doghouse in the background, with a big dog in front gives the feeling that the doghouse is really a long ways away.
7. An older child will enjoy drawing such things as a worm's eye view of the backyard, the world as the astronauts see it, or the city looking straight down from the top of a tall building. Discuss the pictures with your child after he makes them.
8. A younger child will need help in noticing in pictures and drawings (especially the illustrations in children's books) that distant things are drawn small. Then discuss with him if this really means they are smaller, or not.

PERCEPTUAL CONSTANCY (Con't)

9. Make a game of finding all the red things in the room, or all the blue things, etc. This can also be done with pictures.
10. Using crayons, or tongue depressors dyed with food color, or yarn scraps, or thread, place two or three colors on the table, let your child study them, cover them, and ask your child to put out the same colors in the same order. Then put out more at a time.

VISUAL=MOTOR COORDINATION

1. All sports and physical education activities depend on coordination. Playing ball- Catch, football, baseball, tennis-jump-rope, running, hopping, skipping should all be encouraged for general coordination. While these activities may be too strenuous or time consuming for many parents, games or marbles and jacks are excellent for teaching eye-hand coordination and distance perception.
2. Work in coloring books with your child, emphasizing neatness, and realism. Simple pictures should be used first, then gradually more detailed pictures. The books are not necessarily arranged that way, so appropriate pictures should be chosen beforehand.
3. Have your child cut out some of the simpler pictures he colored. Again, emphasis should be on neatness, but that neatness comes with practice not criticism. Paper dolls and pictures in ads can also be cut out.
4. After your child is able to cut things neatly and precisely, go to an entirely new cutting problem; have him cut things, rather than draw them. This is much more difficult, and should be done very gradually. First, have your child learn to cut a straight line. Then a square, for instance, a circle, and finally shapes such as an A, a person, a chair, etc.
5. Place two dots on a piece of plain paper, about one inch apart. Ask your child to draw a straight line from the first to the second dot. Then place two more dots about two inches apart and ask him to make a straight line between them. Gradually increase the distance between the dots, up to seven or eight inches, perhaps. Then do the same thing with two dots, one above the other instead of beside it, starting again with one inch, two inches apart, and so on.
6. With a ruler, draw two parallel lines about one inch apart, and about five inches long. Place a dot at each end, and ask your child to draw a line from one dot to the other without touching the line, without stopping or raising his pencil. Then make the parallel lines ½ inch apart, then smaller still. This should then be done up and down the paper too, as well as across.
7. Draw a simple maze, or find one in a children's magazine and ask your child to solve it. More mazes can become more difficult.... Then you can ask your child to draw one for you.
8. The older child who has difficulty with his printing and writing will probably benefit from a 'drawing' approach to writing. That is, instead of making a single sure stroke for a letter, try sketching with light short lines, a perfect letter. This should be done on paper that has lines one half inch apart, so that there is room to draw. Concentrate on one type of letter at a time.

VISUAL=MOTOR COORDINATION (Con't)

For instance, in printing learn to make a perfect circle, then a,b,c,d,e,g,o,p, and q. With practice the short sketchy lines can be lengthened into single firm strokes again. This is a time consuming project, but it can lead to pretty writing if the child wants to make the effort. In writing, slant is probably the greatest problem. Instead of circles, the child should be encouraged to draw eggs, which slant the same way the lines of letters such as l and t.

FIGURE=GROUND PERCEPTION

To understand figure-ground perception and its importance, it is essential to remember that we perceive most clearly those things to which we turn our attention. A figure is that part of the field of vision that is the center of the observer's attention. When the observer shifts his attention to something else, the new focus becomes the figure, and the previous figure fades into the background.

A child with poor figure-ground discrimination characteristically appears to be inattentive and disorganized. His attention tends to jump to anything that distracts him, no matter how irrelevant it may be. He will appear to be careless in his work because he is unable to find his place on a page, skips sections, cannot find the word he is seeking in the dictionary, and is unable to solve familiar problems when they are presented on a crowded page.

Many of the activities mentioned before also involve figure-ground perception, sorting, finding small details in a picture but returning to the central figure, and making bead patterns from memory should be reviewed.'

1. Many children's books have pictures drawn in them, in which the child is to find the hidden objects the outline of a squirrel in the tree, or a man's face in the pattern of the bark, etc. Such pictures can al also be created at home, using a coloring book picture. With a pen or pencil similar to the ink on the page, draw in objects for your child to find.
2. Have your child use his finger to trace the outline of the central figure in a picture. On more complicated pictures have your child use a pencil or crayon to actually outline the main idea.
3. Encourage your child to do things which require following a pattern, such as building models, cooking from a recipe, playing with tinkertoys and erector sets, etc. Wherever he stops, he must find his place the next time and proceed from there.
4. For children of all ages, home-made treasure maps are marvelous, especially if the treasure is a cookie or a piece of candy. Draw the map for use in the house or the yard, using number of steps, directions landmarks, etc.
5. Have your child draw a map of your block or a floorplan of your house. Then have him draw a map showing his route to school.

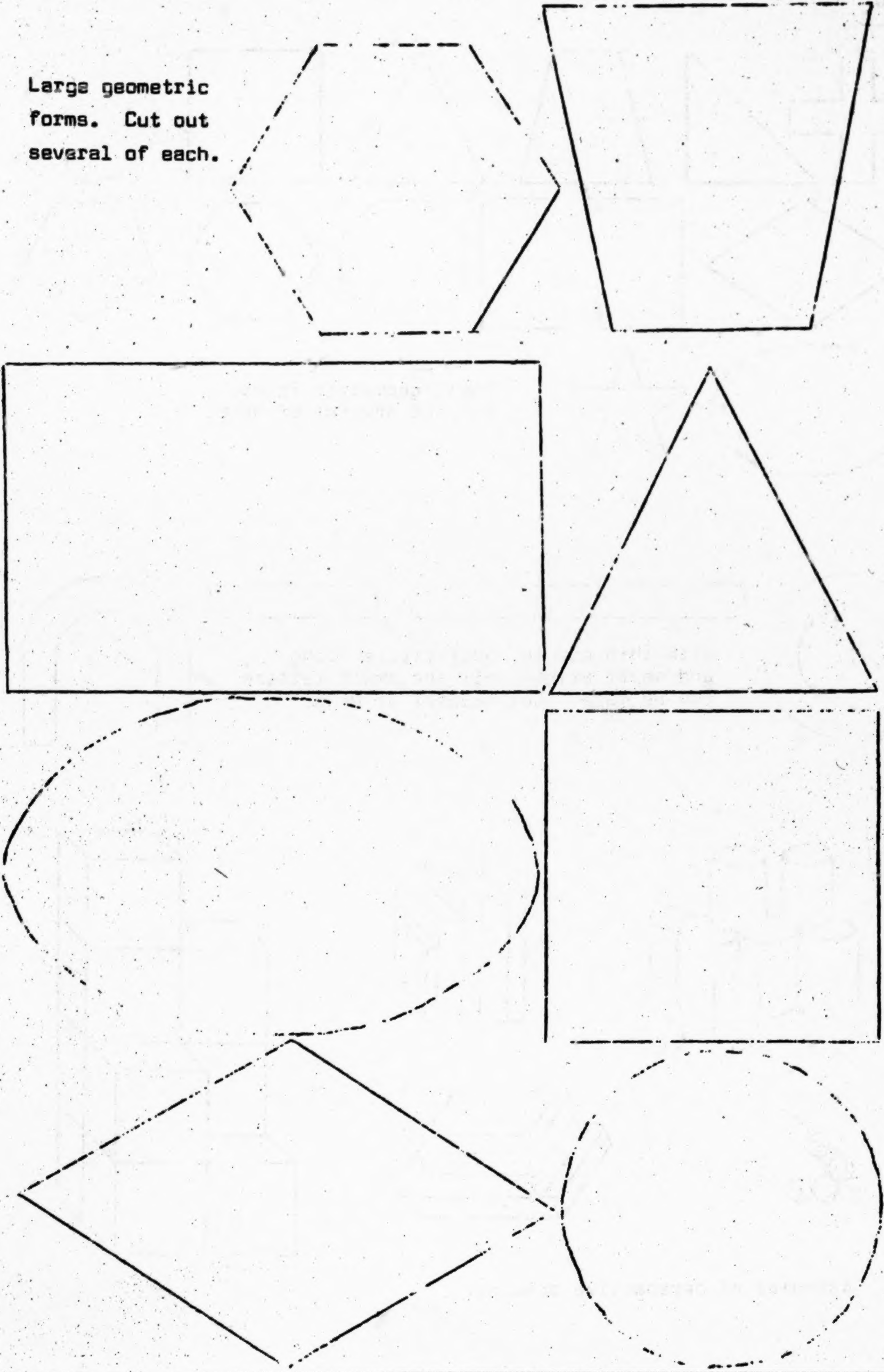
6. Look over maps in the newspaper, pointing out what information is shown and how it is shown. Then get a state map from a gas station. This is a real test of figure-ground perception, even for an adult. But small children can become interested in finding the little airplanes which represent airports. An older child can be encouraged to pick out towns the same size, according to the map-key, trace highways and figure out the mileage, trace county lines and county names, etc.

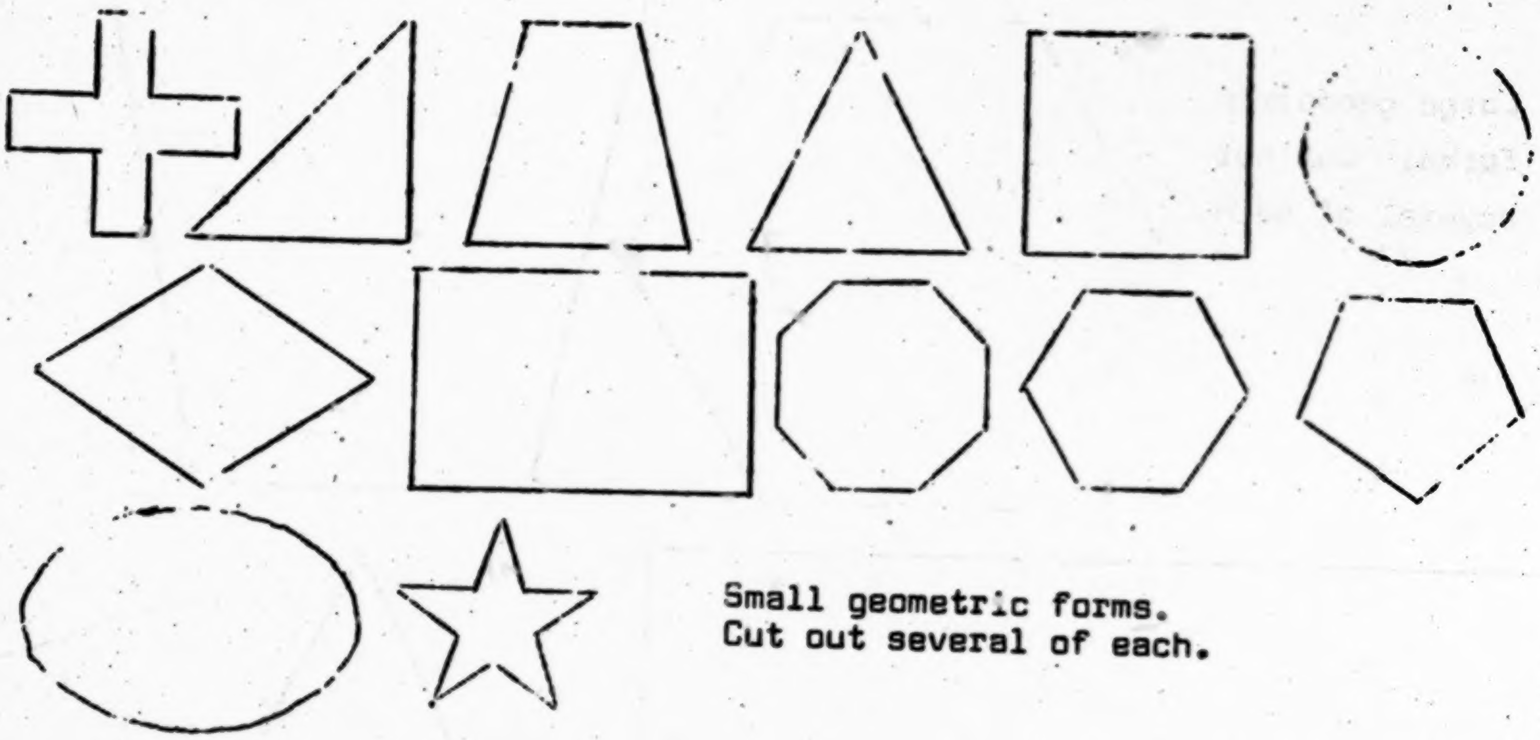
Children can also learn perceptual ability and concentration on details from playing cards, dominos, scrabble, tic-tac-toe, checkers etc.

Many of the activities suggested apply to more than one area of perception. Do them again. The more times you emphasize an area the better it is. Then think up new ways of teaching the same thing.

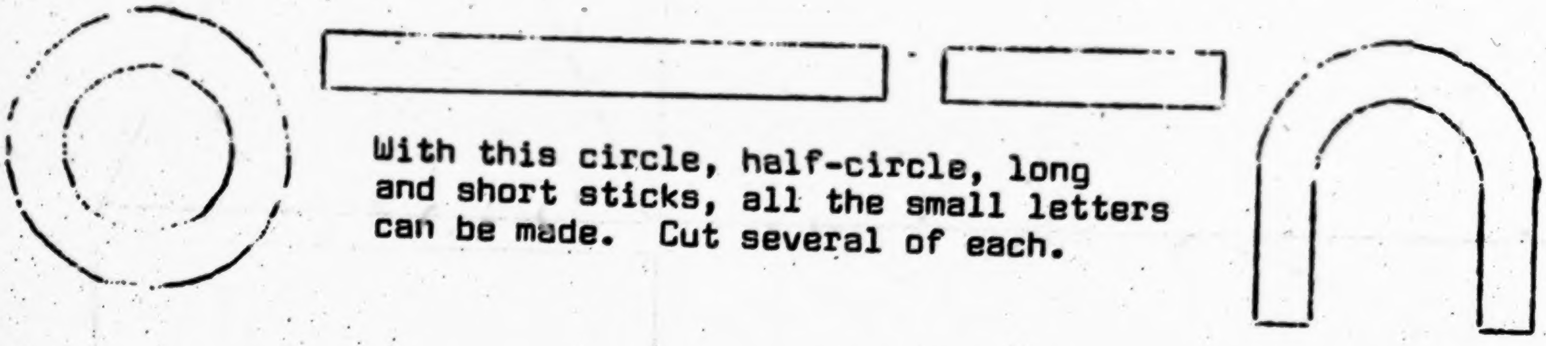
As a general rule, present and work with pictures first, the shapes, and last of all letters. Begin with big things, and go toward small. Start with the simple, and progress, not jump, to the difficult, making sure your child understands you each step. Review what you did yesterday, what you did last week. It's easy to remember at first, but a child can forget just as easily. What you are teaching your child must stay with him for the rest of his life!! So teach him thoroughly, and ENJOY YOURSELVES!!!!!

Large geometric forms. Cut out several of each.

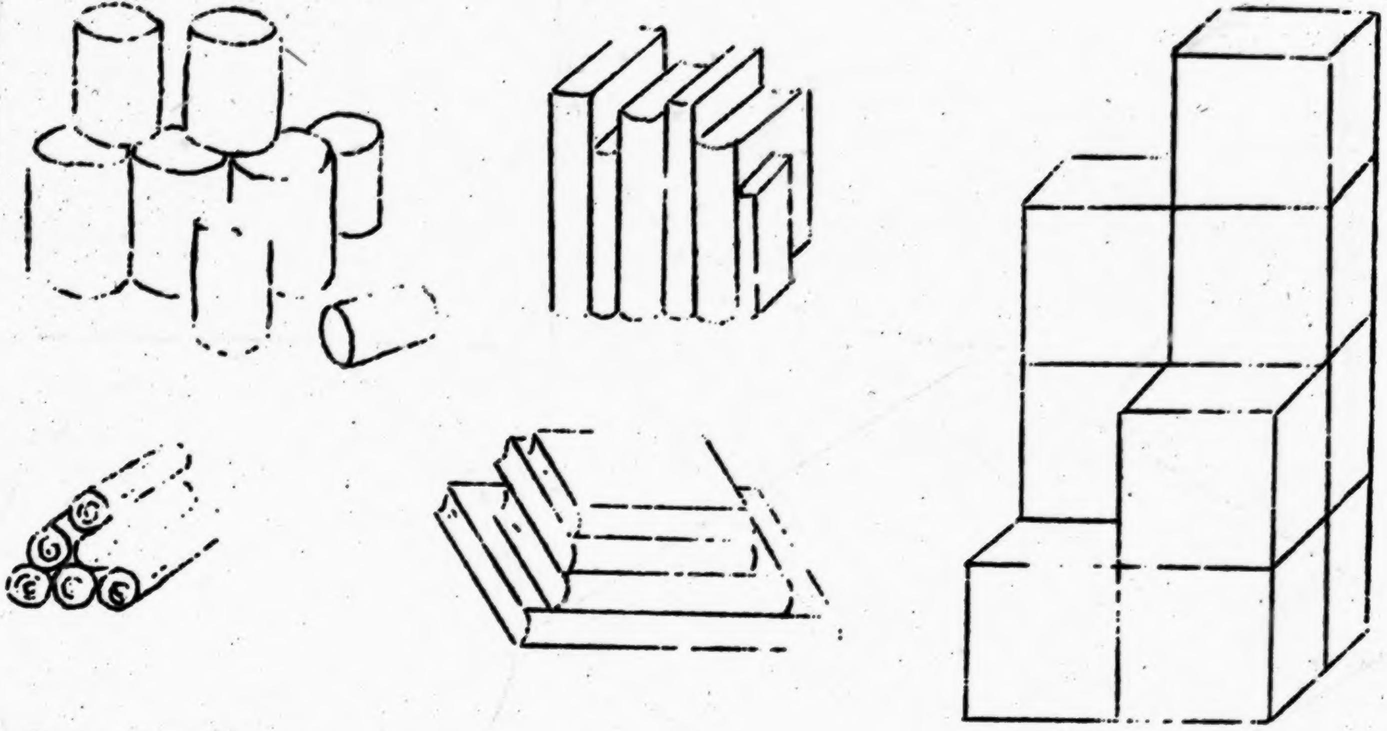




Small geometric forms.
Cut out several of each.

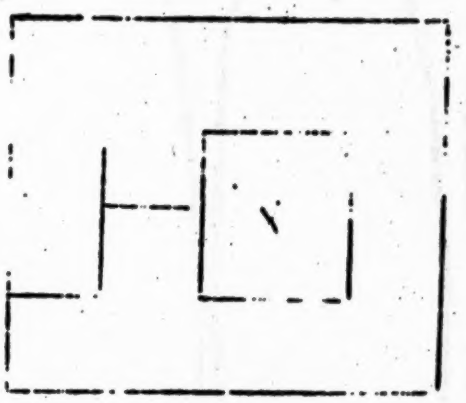


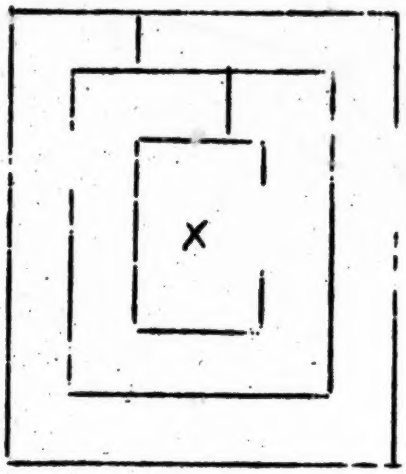
With this circle, half-circle, long and short sticks, all the small letters can be made. Cut several of each.

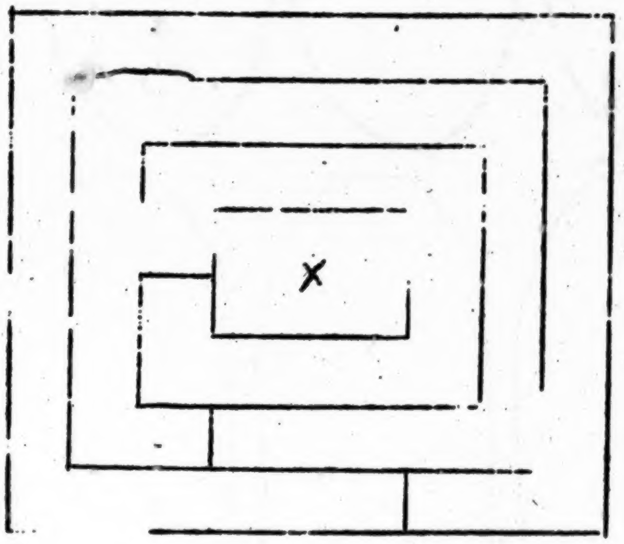


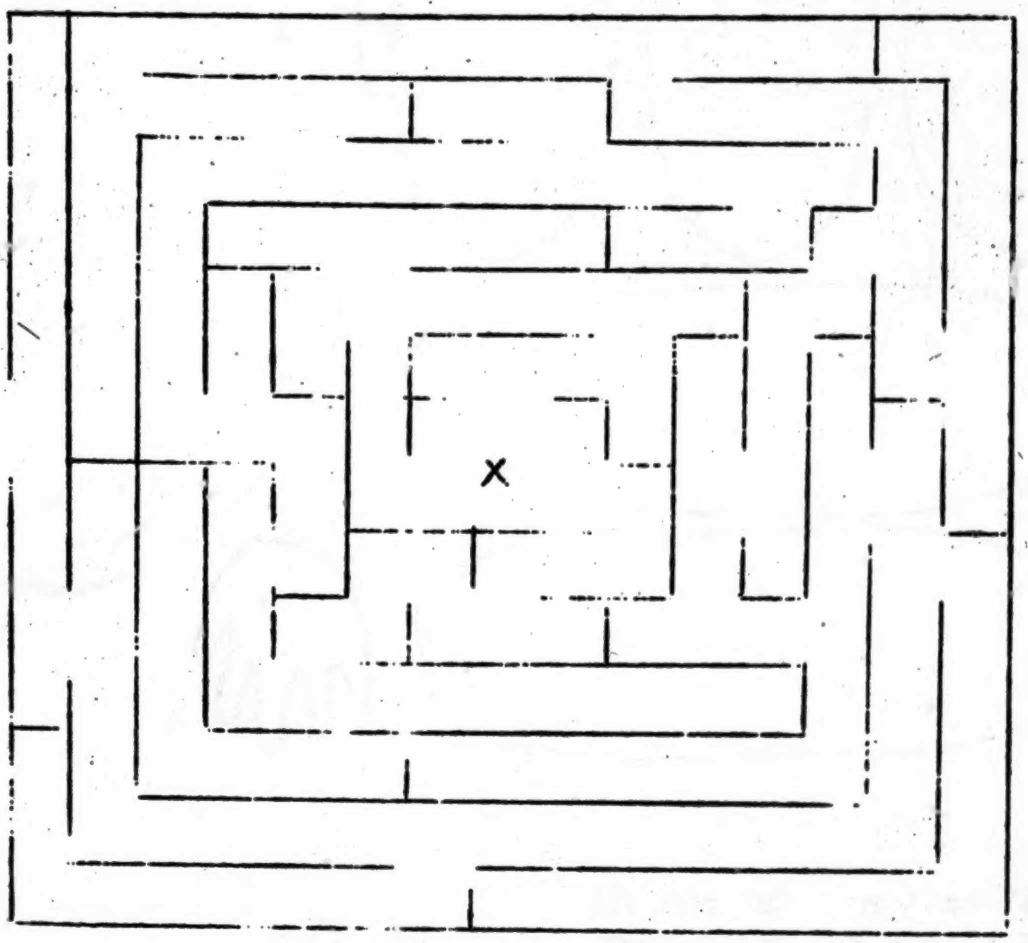
Examples of perspective drawing.

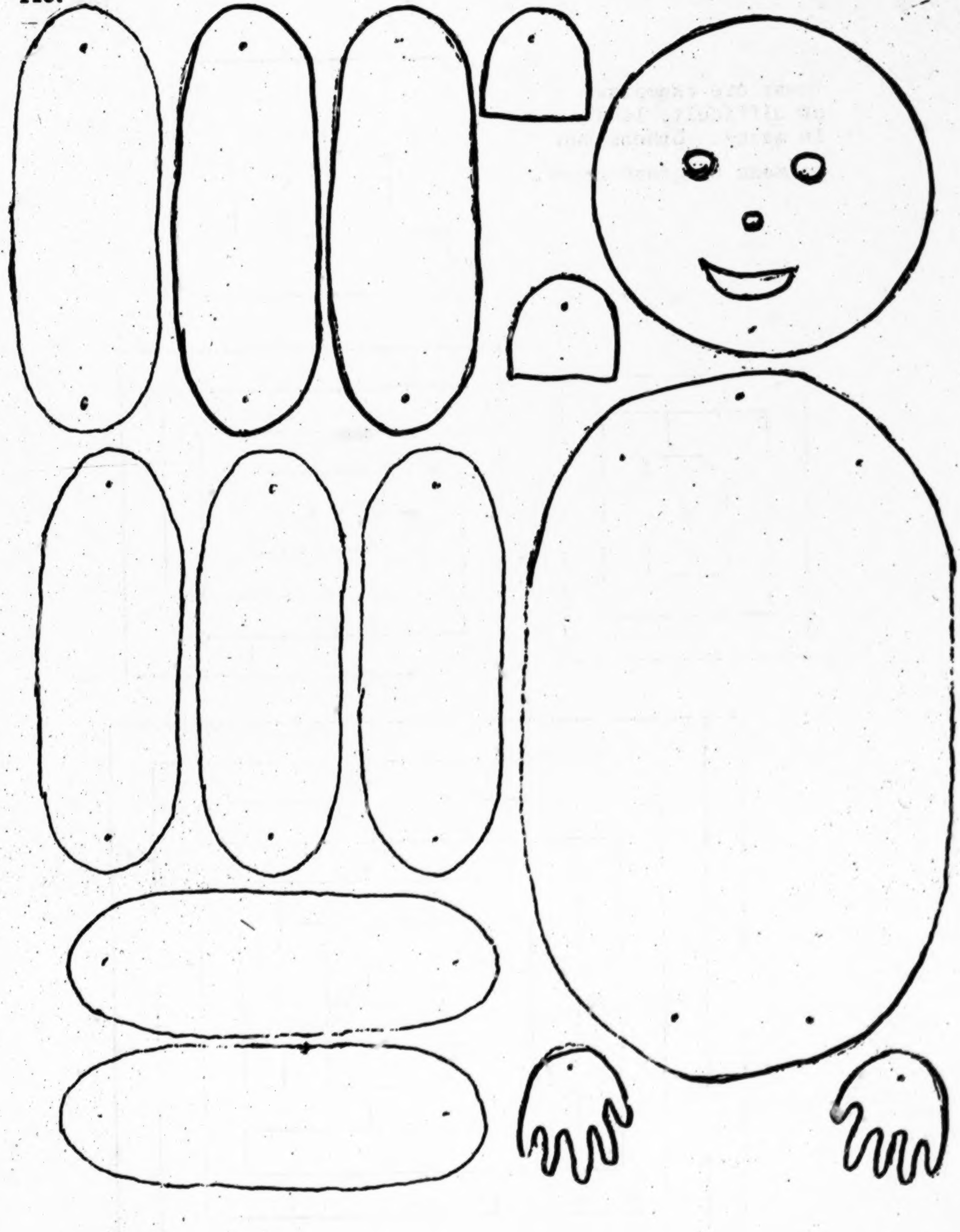
These are examples of difficulty levels in mazes. Others can be made on graph paper.





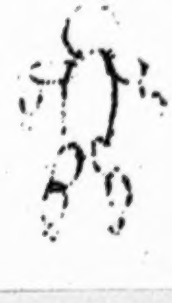






Doll pattern: Cut out all the pieces and paste them on heavy paper. Use paper fasteners which will allow the joints to move freely.

Assemble in this fashion:



PART II PROGRAM EVALUATION

1.

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. Project Number 67-067 Activity Community Aides

2. Length of time of activity in months 12 months

Beginning Date September 1, 1966 Ending Date August 31, 1967

3. Estimated cost of this activity or service 71,309

4. Indicate the number of students participating in this activity by grade level:

Preschool	219	3.	1350	7.	1019	11.	708
Kindergarten	1513	4.	1257	8.	967	12.	641
1.	1568	5.	1111	9.	1008	Ungraded	156
2.	1384	6.	1126	10.	779	Total	14587

5. Number of staff involved in this activity: Full Time 22 Half Time ________

6. What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.

   1. To bring the home and school together to work on common problems.

   2. To communicate with parents who feel they do not "speak the same language" as school personnel.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.	x			x		
Kindergarten	x			x		
Grades 1-3	x			x		
Grades 4-6	x			x		
Grades 7-9	x			x		
Grades 10-12	x			x		

* Little or no progress above that normally expected for this group.

PROJECT EVALUATION (CON'T)

7. Give a brief resumé of this activity. (Please see instructions)

The Community Aides provided a line of communication with many segments of the community. They established a block organization in each school area with a block leader to keep people in their particular block informed of programs and opportunities available.

The Community Aides worked closely with principals, teachers, nurses, and visiting teachers on referrals that did not require a professional. They provided additional information for the above group. Attendance problems were tackled immediately and better relations with parents were also established.

The Community Aides provided a referral service for non-public schools in their areas when requested to do so.

The gap of getting to the community and working with community problems and school problems together has greatly decreased.

8. Summary and conclusions for this activity. (Please see instructions)

In planning programs for the schools and community, the Community Aide was able to relate to use the needs and wants of the people in the area. Along with this, the schools were able to keep the parents informed.

The attendance pattern changed for the better because of home contacts made by the Community Aides.

A great deal of indifference in the community has been soothed through the efforts of the Aides. Much of the mistrust and hostility has been broken down although much still exists.

The community has accepted the idea of lay people working for the schools and feel they can express themselves more freely. The feed in from the Community Aides has been extremely valuable in coordinating programs and in making referrals to other programs and agencies.

PART II PROGRAM EVALUATION

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. **Project Number** 67-067 **Activity** Enrichment Program

2. **Length of time of activity in months** 12 months

Beginning Date September 1, 1966 **Ending Date** August 31, 1967

3. **Estimated cost of this activity or service** ____________

4. **Indicate the number of students participating in this activity by grade level:**

Preschool	1119	**3.**	1350	**7.**	1019	**11.**	708
Kindergarten	1513	**4.**	1257	**8.**	967	**12.**	641
1.	1568	**5.**	1111	**9.**	1008	Ungraded	156
2.	1384	**6.**	1126	**10.**	779	**Total**	15,487

5. **Number of staff involved in this activity: Full Time** 2 **Half Time** ______

6. **What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.**

1. Assist the child in developing the confidence and resourcefulness that comes as the result of social contacts other than those encountered in their daily living.
2. Help the child gain a better understanding of the industrial, commercial and cultural resources of the community.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	**Substantial Progress Achieved**	**Some Progress**	**Little or no Progress Achieved***	**Substantial Progress Achieved**	**Some Progress**	**Little or no Progress Achieved***
Pre-Kind.	x			x		
Kindergarten	x			x		
Grades 1-3	x			x		
Grades 4-6	x			x		
Grades 7-9	x			x		
Grades 10-12		x			x	

* **Little or no progress above that normally expected for this group.**

PROJECT EVALUATION (CON'T)

7. **Give a brief resumé of this activity. (Please see instructions)**

Planning for field trips and visitations were coordinated with the teacher, principal, and project director so that all trips were part of the school curriculum or a "real life" experience.

A planned program for field trips and visitations was prepared and distributed to all teachers as a guide to planning.

Every teacher participating in the activity was required to evaluate each trip and visitation. All of this information will be forwarded for examination.

Other activities included the paying of admission to such places and events as exhibits, concerts, lectures, museums, and zoo visitations. Social experiences such as lunches or meals away from their immediate local environment.

The project was coordinated with all programs in the disadvantaged area and especially blended in with the Extended Use of Staff and Facilities Program, Tutoring Program, and Headstart Programs. (See following page for chart on break down)

8. **Summary and conclusions for this activity. (Please see instructions)**

All trips were evaluated and the results spell success. This project was coordinated with the Curriculum Department and definitely provided an educational experience necessary for a child's development. Refer to the teacher evaluations for comments.

PROJECT #31 -- FIELD TRIPS AND VISITATIONS

Participation -- 1966-67

1966	Pupils	Teachers	Parents	Other Adults	Total
Sept.	977	45	8	5	1035
Oct.	2277	80	8	6	2371
Nov.	1767	78	110	2	1957
Dec.	1092	48	142	9	1291
1967					
Jan.	1378	61	180	5	1624
Feb.	1460	59	8	2	1529
Mar.	1703	84	28	24	1839
April	7446	176	180	88	7890
May	9674	455	401	145	10675
June (1-10)	1637	71	37	24	1769
(Sub-Totals)	29411	1157	1102	310	31980
June (12-30)	6521	455	61	134	7171
July	15170	910	315	391	16786
August	1216	79	19	22	1336
(Sub-Totals)	22907	1444	395	547	25293
TOTALS	52318	2601	1497	857	57273

The following forms were designed to meet the specific needs of the Enrichment Program (Activity #31).

OMAHA PUBLIC SCHOOLS -- DIVISION OF PUPIL PERSONNEL SERVICES

SOCIAL SERVICES DEPARTMENT

- - - - - - -

ESEA TITLE I, PROJECT #31

Enrichment Through Field Trips and Visitations

GUIDELINES FOR OPERATIONS - 1966-67

Basic principles relating to field trips for the Omaha Public Schools, together with a list of suggested trips, are to be found in "Using Omaha Resources for Learning".(*) The information contained in the guide applies to all Omaha Public Schools, but certain portions are modified in their application to the Title I schools of the system. Some of these modifications are presented below. The statements made are intended to assist teachers and principals in using the services offered by the project, but it must be understood that they are subject to change at any time. It should also be understood that suggestions for alterations and changes will be appreciated if they promise to make the project more effective and efficient.

I. Purposes and Objectives

Through its provisions for direct observations and experiences to be obtained during appropriately selected trips and other activities having educational, historical, aesthetic, or economic significance, it is intended that Project #31 will help to expand and improve the understandings, attitudes, and motivations of children and youth from culturally and environmentally limited backgrounds. More specifically, the objectives of the project are to:-

a. Assist the pupil to develop the self-confidence, resourcefulness, and poise that results from social contacts other than those he normally encounters in his daily living.
b. Help the pupil develop a more optimistic and positive self-image.
c. Acquaint the pupil with the larger community and its points of historic and geographic interest and importance.
d. Help the pupil gain a better understanding of the commercial, industrial, and economic resources of the region.

(*) See Manual of Supplies and Specifications - Curriculum Office Publications.

II. General Plan of Operation

The project operates through the schools (both public and non-public) located in designated areas. It should be noted that although its services are intended primarily for the benefit of pupils in these schools, parents and other adults interested in assisting the improvement of their schools may be and are invited to participate in the activities of the project. At present the schools through which the project functions are:-

PUBLIC SCHOOLS

Technical Sr. H.S
Indian Hill Jr. H.S.
Mann Jr. H.S.
Technical Jr. H.S.
Central Grade
Conestoga
Druid Hill
Franklin
Highland
Indian Hill Elementary
Kellom
Kennedy
Lake
Long
Lothrop
Pershing
Saratoga
Webster

NON-PUBLIC SCHOOLS

Sacred Heart H.S.
Holy Angels'
Sacred Heart Elementary
St. Anthony's
St. Benedict's
St. John's
Sharon 7th Day Adventist

Because Federal funds and regulations are involved in providing the project, and special accounting and reporting by the Board of Education is required therefor, all activities that may come even partially under the provisions of the project must be submitted to the project coordinator's office for approval before being undertaken.

III. Principles Governing Field Trips and Visitations

a. Trips and other activities under the jurisdiction of the project must have significant value and relation to the curriculum. Among the more important values to be sought are:-

1. Direct experiences with actual resources, materials, and situations new to the participants.
2. Verifications of previous learnings and conclusions.
3. Collecting additional information and materials.
4. Stimulating interest in and motivation toward further study.

5. Broader understandings of civic, social, and economic institutions and how they function.
6. Better understandings of the interdependence of people.
7. Developing respect for work and workers.
8. Better understandings of the relations of the school and its work to the cultural and economic life of the people and the community.

b. Each trip or activity must be appropriate to the needs, comprehensions, amd achievements of its participants. Estimating the need for and the probable value of a contemplated event is primarily the responsibility of the teacher and the principal. An activity should be well considered before it is requested or scheduled. When requesting a trip or visit it is important to allow adequate time for preparing the pupils for the event after it has been approved by the coordinator's office.

c. With the exceptuon of those places recommended for several visits during the pupil's school career, repetition of activities is to be avoided; i.e., the pupil should not make the same trip more than once under school jurisdiction. The teacher and the principal must be careful to check on the trips taken by their pupils previously. Visits to the Joslyn Art Museum and to the Public Library or its branches are examples of activities that may yield extra values through repetition. Neighborhood study walks in fall, winter, and spring are particularly logical and valuable starting points for field trip experiences, especially for primary pupils, and are to be strongly encouraged.

d. The number of trips or visits taken per year by a class must also be limited. It is recommended that not more than three part-day and one full-day trips be allowed per pupil. Part-day day trips must be restricted to the city and its near environs. Full-day trips to Lincoln are reserved for fourth grades in connection with their social studies unit on Nebraska; those to Nebraska City to the fifth grades. Any other full-day trips must be specially justified in writing and requests for them decided on an individual basis.

e. The third grade sight-seeing tour of Omaha is to be arranged through the Curriculum Office, except that non-public schools in the Title I areas must arrange for this trip through the project office. Requests for such tours by other than third grades must be accompanied by a written justification showing special need and significant probable value to be derived.

f. It is recommended that trips to the zoo be generally considered to be elementary school activities, perhaps most suitable for primary grades. If older pupils are to go, special need for the trip is to be demonstrated.

g. Requests for transportation and admission to theatrical performances and similar events, also for food services (lunches, etc.), will be carefully screened before approval is granted. Note especially that gratuities (tips) are not permissible charges against the project and cannot be paid from its budget.

h. Requests for assistance with transportation or other expenses connected with school or class picnics, outings, athletic events, or other similar events cannot be honored.

i. The services of the project cannot be used to assist in events having any considerable element of recreation or relaxation from duty by teachers or pupils among its purposes.

j. No school employee is allowed to charge the cost of services or materials against the Board of Education without specific authorization from the proper school official. Indebtedness incurred without proper authorization becomes the obligation of the individual incurring it. (See Manual of Policies, Practices, and Procedures (1966), pp. 110-111.)

IV. Procedures Relating to Field Trips and Other Activities

The following routines should be used in planning and carrying through activities involving the services of Project #31:-

a. Determine carefully the probable fitness and feasibility of a contemplated activity for the class to be involved. ("Using Omaha Resources for Learning", the yellow pages of the telephone directory, the teacher's personal knowledge of the city, and other sources may suggest learning opportunities of significant value.)

b. Check with the class and the school records to see if a substantial number of the class may have participated previously in the same or a similar activity.

c. Obtain tentative approval of the proposed activity from the principal.

d. Make a preliminary personal visit, or at least discuss the more important features of the event with a properly authorized representative of the host organization. (Note:- Firm commitments to the host organization must not be made at this stage, especially if the proposed event will involve expense to the project or undue inconvenience to the host.)

e. If the proposed activity is deemed appropriate and feasible, fill out request blanks (obtainable in the principal's office) in duplicate as per instructions contained thereon, and obtain the principal's signature indicating approval. It is important that at this point there be thorough understanding and agreement between the teacher and the principal as to the need and value of the proposed event, and a review of it to see that project policies and guidelines have been and will be followed regarding it.

f. Forward both copies of the request to the project office in plentifully sufficient time to allow for (h) below.

g. After receiving notice of approval by the project office proceed as necessary to confirm agreements and arrangements with the host organization as mentioned in (d) above and as stated in the notice of approval from the project office.

h. PREPARE PUPILS ADEQUATELY FOR THE ACTIVITY.

i. If the activity will require expenditures by the project for other than bus transportation costs (e.g., lunches, admissions, etc.) the teacher in charge of the trip must be certain to take along the authorization and certification of participation forms, of which the yellow copy, when completed and signed according to instructions, is to be returned immediately to the project office in order to facilitate accounting and auditing procedures.

j. After return from each and every trip or activity, including walking study tours of the neighborhood, the pink evaluation form is to be filled out, signed by the teacher and the principal, and returned to the project office as promptly as possible. (Make certain that the figures for the number of participants are correct. They are needed for accurate reporting by the project office.)

John B. Otte -- Coordinator,
Project #31 (Field Trips and
Visitations)

Approved:
Welcome Bryant -- Director
Social Services Department

Approved:
Don Warner
Assistant Superintendent of Schools
Division of Pupil Personnel Services

ADDENDUM

It is estimated that the current (1966-67) twelve-month budget for Project #31, including costs of transportation, etc., for Project #26 and activities related to the summer school program, will permit a maximum per person (pupils, teachers, other adults) expenditure for the entire year of approximately the following amounts:-

Instruction (admissions etc.)	$ .76+
Transportation (all types)	2.32+
Food Services (lunches, etc.)	.26+
Estimated total per person	$3.34+

Since it is evident from the above figures that funds for the project are not unlimited, it is important that restraint as to the number and types of activities and the grade levels for which they may be deemed appropriate be carefully exercised.

OMAHA PUBLIC SCHOOLS, DEPT. OF SPECIAL SERVICES, ESEA TITLE I

Project #31 (Field Trips and Visitations) -- 3819 Jones St.

This report supplies information to be used for evaluating an event in relation to the purposes of the Project. Statements should be concise, but yet comprehensive enough to permit clear understanding of the objectives and effectiveness of the activity reported.

Reference:
Request No. ________________________ Due in Project Office above by: ________________________

________________________ (School) ________ (Grade(s) ________________ (Date of event)

Visit or other event: ____

Address ____

1. REPORT OF PARTICIPATION:

No. of Pupils ________ No. of Teachers ________ No. of Parents ________ Other Adults ________ Total ________

2. EVALUATION:

a. Describe briefly the valuable and beneficial features of this event for this group:

b. Describe deficiencies and unsatisfactory features (if any) as they pertain to this group

c. Was a "thank you" note sent to the host institution? Yes ____ No ____

Reviewed and signed by:
(
(Teacher ________________________________
(
(Principal ________________________________

OMAHA PUBLIC SCHOOLS, DIVISION OF PUPIL PERSONNEL SERVICES
DEPARTMENT OF SOCIAL SERVICES
ESEA Title I, Project #31 (Field Trips and Visitations) 3819 Jones St.

This form is to be used when admissions and/or other previously approved charges are to be paid in whole or in part from the above named project account or through its assistance to other projects.

PART I - IDENTIFICATION AND AUTHORIZATION OF ELIGIBLE PERSONNEL

This will identify
and authorize ______________________________
(Name of person in charge of group)

and such other eligible persons as may be included in the group to participate in the services and/or facilities to be provided in accordance with agreements and arrangements made heretofore with:

____
(Name of organization)

Signed ______________________________
(Coordinator od Field Trips and Visitations)

- -

PART II - CERTIFICATION OF PARTICIPATION

Accounting procedures and consequent prompt payment of charges require that the data and certifications below be completed at the time of the visit or service.

Date of trip or visit: ____________________

Time of beginning trip or visit: ____________________

Number of persons in the group:

Pupils _____ Teachers _____ Parents _____ Other Adults _____ Total ___

The above numbers are hereby certified to be correct by:

(Signed: ______________________________
((Representative of host organization)
(
(Signed: ______________________________
(Person in charge of trip or visit)

Green copy to be retained by host organization as evidence of services provided.
Yellow copy to be returned IMMEDIATELY to project office (see address above) by the person in charge of the trip or visit.

OMAHA PUBLIC SCHOOLS, DIVISION OF PUPIL PERSONNEL SERVICES
DEPARTMENT OF SOCIAL SERVICES
ESEA Title I, Project #31 (Field Trips and Visitations) 3819 Jones St.

This form is to be used when admissions and/or other previously approved charges are to be paid in whole or in part from the above named project account or through its assistance to other projects.

PART I - IDENTIFICATION AND AUTHORIZATION OF ELIGIBLE PERSONNEL

This will identify
and authorize ______________________________

(Name of person in charge of group)

and such other eligible persons as may be included in the group to participate in the services and/or facilities to be provided in accordance with agreements and arrangements made heretofore with:

____

(Name of organization)

Signed ______________________________

(Coordinator od Field Trips and Visitations)

- -

PART II - CERTIFICATION OF PARTICIPATION

Accounting procedures and consequent prompt payment of charges require that the data and certifications below be completed at the time of the visit or service.

Date of trip or visit: ____________ Time of beginning trip or visit: ____________

Number of persons in the group:

Pupils _____ Teachers _____ Parents _____ Other Adults _____ Total ___

The above numbers are hereby certified to be correct by:

(Signed: ______________________________
((Representative of host organization)
(
(Signed: ______________________________
(Person in charge of trip or visit)

Green copy to be retained by host organization as evidence of services provided. Yellow copy to be returned IMMEDIATELY to project office (see address above) by the person in charge of the trip or visit.

PART II PROGRAM EVALUATION

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. Project Number 67-567 Activity Visiting Teachers (Personnel not available)
2. Length of time of activity in months 1½ months(during regular school year)

   Beginning Date June 10, 1967 Ending Date July 28, 1967
3. Estimated cost of this activity or service 2,372
4. Indicate the number of students participating in this activity by grade level:

Preschool		3.	7	7.	23	11.	82
Kindergarten	4	4.	4	8.	42	12.	28
1.	8	5.	4	9.	56		
2.	3	6.	37	10.	117	Total	415

5. Number of staff involved in this activity: Full Time 2 Half Time ______
6. What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.
   1. To perform those services that will most help the parents and children in the utilization of community resources.
   2. To work closely with schools on school related problems and interpreting for children and parents.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.			x			x
Kindergarten	x			x		
Grades 1-3	x			x		
Grades 4-6	x			x		
Grades 7-9		x			x	
Grades 10-12		x			x	

* Little or no progress above that normally expected for this group.

PROJECT EVALUATION (CON'T)

7. **Give a brief resumé of this activity. (Please see instructions)**

The Visiting Teachers received referrals from various school agents as principals, school nurses, Psychological Services, and the Special Services department.

Numerous home visitations were made, parent-teacher conferences were arranged and many appointments were made with community agencies when necessary. A great deal of work was done in cooperation with Juvenile Court by referrals and court appearances.

Work was coordinated with the Community Aides and helped keep the poverty area better informed. A great deal of information was gathered about different youngsters and referrals were made to the proper agencies.

8. **Summary and conclusions for this activity. (Please see instructions)**

The present Visiting Teacher staff is not adequate enough to provide all of the services that are desirable for people living in the poverty area. Progress has been made by getting to the people and by giving the people a better understanding of the many problems existing with schools, teachers, parents, and the community.

The presence of this program has helped set the minds of parents, teachers, and principals at ease.

PART II PROGRAM EVALUATION 1.

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. **Project Number** 67-067 **Activity** Acoustically Handicapped

2. **Length of time of activity in months** 10 months

Beginning Date September 1, 1966 **Ending Date** June 30, 1967

3. **Estimated cost of this activity or service** 9,063

4. **Indicate the number of students participating in this activity by grade level:**

Preschool	3	**3.**	36	**7.**	3	**11.**	1
Kindergarten	66	**4.**	17	**8.**	6	**12.**	0
						Ungraded	6
1.	40	**5.**	15	**9.**	2	I.P.	6
2.	25	**6.**	11	**10.**	3	**Total**	240

5. **Number of staff involved in this activity: Full Time** 1 **Half Time** ______

6. **What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 5 of the project application.**

1. To make an adequate evaluation of the hearing impairments of children living in the Omaha Public School District.

2. To plan the necessary remediation for acoustically handicapped children and to insure adequate follow-up on the cases evaluated.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.		x			x	
Kindergarten	x			x		
Grades 1-3				x		
Grades 4-6	x			x		
Grades 7-9	x			x		
Grades 10-12	x			x		

* Little or no progress above that normally expected for this group.

PROJECT EVALUATION (CON'T)

7. **Give a brief resumé of this activity. (Please see instructions)**

An evaluation of children with hearing impairments began with a pure-tone audiometric test to determine the degree of hearing loss. If the loss was severe enough, a referral to the school nurse and/or otologist was made. Also included was a parent conference in order to establish the time of onset and the hearing functioning at home and play. It was also necessary to have a teacher-principal conference in order to determine the classroom and academic deficiencies of the handicapped child. When the results of the foregoing procedures were evaluated, the need for amplication was determined.

The equipment necessary for this program was:
(1) Diagnostic Audiometer - for proper identification purposes.
(2) Noise Barrier Headset - to compensate for poor testing conditions.
(3) Auditory Trainers - to facilitate remediation.

8. **Summary and conclusions for this activity. (Please see instructions)**

In summary, this program equipped each acoustically handicapped child within project area with an adequate evaluation of hearing impairment. Through this project, over two-hundred and fourty recommendations were made for necessary remediation concerning acoustically handicapped children. A follow-up report was made in each case. Evaluation, remediation, and actual hearing therapy have greatly improved the language ability, both receptive and expressive, of the acoustically handicapped child.

This program could possibly include as many as 500 youngsters during the 1967-68 school year.

PART II PROGRAM EVALUATION 1.

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. **Project Number** 67-067 **Activity** Visually Handicapped

2. **Length of time of activity in months** 10 months

Beginning Date September 1, 1966 **Ending Date** June 30, 1967

3. **Estimated cost of this activity or service** 15,083

4. **Indicate the number of students participating in this activity by grade level:**

Preschool	13	**3.**	6	**7.**	2	**11.**	1
Kindergarten	2	**4.**	2	**8.**	2	**12.**	0
1.	2	**5.**	4	**9.**	1		
2.	8	**6.**	3	**10.**	0	**Total**	46

5. **Number of staff involved in this activity: Full Time** 2 **Half Time** ______

6. **What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.**

1. To provide educational facilities for the blind and partially sighted children in the Omaha Public Schools.

2. To provide a resource teacher, equipment, and supplies necessary to develop skills for children in the public schools and for per-school youngsters.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	**Substantial Progress Achieved**	**Some Progress**	**Little or no Progress Achieved***	**Substantial Progress Achieved**	**Some Progress**	**Little or no Progress Achieved***
Pre-Kind.	×					
Kindergarten	×					
Grades 1-3	×					
Grades 4-6	×					
Grades 7-9	×					
Grades 10-12	×					

*** Little or no progress above that normally expected for this group.**

PROJECT EVALUATION (CON'T)

7. Give a brief resumé of this activity. (Please see instructions)

Materials used in the classroom were adapted for the blind, being either brailled here in Omaha or borrowed from other systems. Additional equipment necessary were braillers, slates, stylis, maps, and paper tests. Large print materials for partially sighted children were either ordered from sources, or produced by the Braille Librarian on large print typewriter available in the office.

Resource teacher worked one hour per day with each blind child. Partially sighted were worked with one or two periods a week. Aids such as sight paper, large pencils, optic aids, large print typewriters, tape recorders, and talking books.

The resource teacher removes the child from the classroom for special help, but principally the child is in the regular classroom situation. The resource teacher also counsels with the parents to help make the necessary adjustments.

Volunteers were also used to a great extent to work with the Pre-school children.

8. **Summary and conclusions for this activity. (Please see instructions)**

We feel this is a very important part of the program. It readies the blind or partially sighted child for the public school situation. It is the purpose of this program to give the blind and partially sighted child the same advantages as any child, not an institutional life. These children become better adjusted for living at home. Parents are able to cope with the child at home through counseling with the resource teacher.

PART II PROGRAM EVALUATION

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. Project Number 67-067 Activity Curriculum Consultant

2. Length of time of activity in months 10 months

Beginning Date September 1, 1966 Ending Date June 31, 1967

3. Estimated cost of this activity or service 7,411

4. Indicate the number of students participating in this activity by grade level:

Preschool		3.	78	7.	98	11.	73
Kindergarten		4.	56	8.	136	12.	56
1.		5.	37	9.	215	Ungraded	60
2.		6.	55	10.	100	Total	964

5. Number of staff involved in this activity: Full Time 1 Half Time

6. What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.

1. To assist the teacher of EMR, TMR, or room of twenty in developing those teaching techniques most successful in working with students of these abilities.
2. To assist the teachers of EMR, TMR, or room of twenty in the selection of the appropriate books and materisla for use with their classes.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.						
Kindergarten						
Grades 1-3	x			x		
Grades 4-6	x			x		
Grades 7-9	x			x		
Grades 10-12	x			x		

* Little or no progress above that normally expected for this group.

PROJECT EVALUATION (CON'T)

7. **Give a brief resumé of this activity. (Please see instructions)**

The Curriculum Consultant worked as a helping teacher and curriculum advisor in this particular project. Many meetings were held to develop the teacher training needed for this program. Meetings were held to develop the curriculum through cooperative efforts of the consultant and teachers for the educable mentally retarded, trainable mentally retarded, trainable mentally retarded, and the rooms of twenty. Demonstrations were given by the teachers and other personnel. A curriculum guide was developed for all grades.

A curriculum consultant also assisted in the selection and placement of children for the programs. This was a cooperative effort with the director of special education, psychological services, building principals, and special teachers. The curriculum consultant also had the responsibility of working with the parents of the child, so that they would have a better understanding of the child and the program in which the youngster was participating. Most of the work that took place was in curriculum development and a copy of the curriculum that was developed is included in this evaluation.

8. **Summary and conclusions for this activity. (Please see instructions)**

The major accomplishment in this program, from the school's point of view, is one of quality. Some new classes were added for the retarded, some other positions were filled, but the major accomplishment was of upgrading in all areas for this program. A curriculum and a selection of textbooks was a major accomplishment in bringing quality to the program.

The major problem facing this particular project is the shortage of qualified teachers needed for the program for the educable mentally retarded, trainable mentally retarded, and in the classroom of twenty. The Board of Education has been asked to continue its search for, and subsidizing the training of these teachers.

PRIMARY TEXTBOOK REPORT FOR EDUCABLE MENTALLY RETARDED
April, 1967

Date	Principal	School

Please show as accurately as possible the condition and number of books on hand in your school. Estimate your needs according to the membership expected for September, 1967.

Be sure to report the texts which you now have. For example, if you are using the Harper and Row science texts, report those books. If you are to receive a new series of texts for any subject, the substitution of "new" for "old" will be made using your estimated membership for 1966-1967. Three copies of the form are being sent to each school. One copy is kept in the principal's office for future reference - the other two copies should be returned to the Director of Special Education. This is the only order form to be filled out, eliminating the need for submitting requisitions.

Please return these inventory sheets by Tuesday, April 25.

If you need any help with any part of your estimates, please feel free to call.

Prepared by:	Approved by:
Dale A. Samuelson Director of Special Education	Don Warner Assistant Superintendent in Charge of Special Services

PRIMARY ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

School

Cat. No.	Limited No. per tchr.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies on Hand	No. Usable	No. Requested Bond	Total Cost
		LANGUAGE ARTS								
	10	Phonics Workbook Consumable Gr. 1	Modern Curriculum Press	1966		.93				
	10	Phonics Workbook Consumable Gr. 2	same	1966		.87				
		SUPPLEMENTARY READERS								
	1	Sounds of Language Readers - Martin	Holt Rhinehart & Winston	1966						
	1	Sounds of Home Pre Primer	same	1966		1.96 Cloth 1.56 Paper				
	1	Sounds of Numbers Primer	same	1966		2.40				
	1	Sounds Around the Clock First Reader	same	1966		2.56				
	1	Sounds of Laughter Second Reader	same	1966		2.76				
	1	Sounds of the Storyteller 3rd. Reader	same	1966		2.88				

PRIMARY ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

School

Cat. No.	Limited No. per tchr	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies on Hand	No. Usable	No. Requested Bond	Total Cost
		SCIENCE								
	20	Do You Know - Ware	Steck	1963		.74				
	1	DouYou Know - Ware Teacher's Ed.	Steck	1963		.74				
		SOCIAL STUDIES								
	20	You are Here Gr. 1	Benefic Press	1965	2.40	1.80				
	1	You are Here Gr. 1 Teacher's Ed.	Benefic Press	1965	3.40	2.55				

PRIMARY ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

School________________

Cat No.	Limited No. per tchr	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies on Hand	No. Usable	No. Requested Bond	Total Cost
		ARITHMETIC								
	1	Teaching Arithmetic to Slow Learners and Retarded - Felngold.	John Day Co., Inc.	1966	5.95					
		DICTIONARY								
	10	Best Word Book Ever- Searry	Golden Press	1966	5.32	3.99				
		HANDWRITING								
	4	Remarkable Alpha- Manuscript I	Kleeco		over 300	2.95 2.75				
	4	Remarkable Alpha- Manuscript II	Kleeco			same				
	4	Remarkable Alpha- Cursive	same			same				
		HEALTH								
	20	All About You - Gr. 1	Lyons & Carnahan	1965		1.56				
	1	All About You - Gr. 1 Teachers Ed.	same	1965		1.56				

School ______________

PRIMARY ANNUAL TEXTBOOK REQUISITION FOR [illegible]

[illegible]

Cat. No.	Limited No. Per Tchr.	Text Title and Authors	Publisher	Edi-tion	List Price	Contract Price	[illegible]	[illegible]	[illegible]	[illegible]
		BASIC READING (Cont'd.)								
		Many Surprised - Primer Workbook	Lyons & Carnahan	1962	.80	.60				
		Happy Times, First Reader	" "	1962	2.16	1.62				
		Happy Times, First Reader Worktook.	Lyons & Carnhan	1962	.80	.60				
		See Us Come Pre-Primer I	Lyons & Carnhan	1963	.80	.60				
		See Us Play Pre-Primer 2	Lyons & Carnhan	1963	.72	.54				
		See Us Have Fun Pre-Primer 3	Lyons & Carnhan	1963	.72	.54				
		See Us Ride Pre-Primer 4	Lyons & Carnhan	1963	.72	.54				
		Workbook for Four Companion Pre-Primers	Lyons & Carnhan	1963	.80	.60				
		Surprises for Us Primer	" "	1962	1.88	1.41				
		Surprises for Us Primer Workbook	Lyons & Carnahan	1962	.80	.60				
		Good Times for Us First Reader	Lyons & Carnahan	1963	2.12	1.59				
		Good Times for Us First Reader Workbook	Lyons & Carnahan	1962	.80	.60				
		Down Our Way Reg. Ed. Gr. 2 Level 1	Lyons & Carnahan	1962	2.32	1.74				
		Down OUR Way Reg. Edition Workbook	Lyons & Carnahan	1962	.80	.60				

School ______________

PRIMARY ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

Cat. No.	Limited No. Per Tchr.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies on Hand	No. Usable	No. Requested Bound	Total Cost
		BASIC READING (Cont'd)								
		Down Our Way Classmate Ed. L-(1.5-1-8)	Lyons & Carnahan	1962	2.32	1.74				
		Down Our Way Classmate Ed. Workbook	Lyons & Carnahan	1962	.80	.60				
		Down Our Way Classmate Edition Wkbk	Lyons & Carnahan	1962	.80	.60				
		Just for Fun - Reg. Ed. Gr. 2 Level 2	Lyons & Carnahan	1962	2.24	1.68				
		Just for Fun Reg. Ed. Gr.2 Level 2 Workbook	Lyons & Carnahan	1962	.80	.60				
		Just for Fun L-(1.8-2.3) Classmate Edition	Lyons & Carnahan	1962	2.24	1.68				
		Just for Fun Classmate Ed. Workbook	Lyons & Carnahan	1962	.80	.60				
	1	Pictures to Read Readiness Teacher's Edition	Lyons & Carnahan	1962	.96	.72				
	1	Teacher's Edition of Pre-Primers	Lyons & Carnahan	1962	1.60	1.20				
	1	Workbook for Four Pre-Primers Teacher's Ed.	Lyons & Carnahan	1962	.80	.60				
	1	Many Surprises - Primer Teacher's Edition	Lyons & Carnahan	1962	1.60	1.20				

PRIMARY ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY

For Year 1967 - 1968

School ______________.

Cat. No.	Limited No Per Tchr	Text Title and Authors	Publisher	Edi- tion	List Price	Contract Price	Copies on Hand	No. Usable	No. Requested Bound	Total Cost
		BASIC READING (Cont'd)								
	1	Many Surprises Primer Workbook Teacher's Edition	Lyons & Carnhan	1962	.80	.60				
	1	Happy Times, First Reader Teacher's Edition	Lyons & Carnhan	1962	1.92	1.44				
	1	Happy Times, First Reader Workbook Teacher's Edition	Lyons & Carnhan	1962	.80	.60				
	1	Teacher's Edition of Pre-Primers	Lyons & Carnhan	1963	1.60	1.20				
	1	Workbook for Four Companion Pre-Primers Teacher's Ed.	Lyons & Carnhan	1963	.80	.60				
	1	Surprises for Us (Primer) Teacher's Edition	Lyons & Carnhan	1962	1.72	1.29				
	1	Surprises for Us Primer Workbook Teacher's Edition	Lyons & Carnahan	1962	.80	.60				
	1	Good Times for Us-First Reader-Teacher's Edition	Lyons & Carnahan	1963	1.92	1.44				
	1	Good Times for Us Workbook Teacher's Ed.	Lyons & Carnahan	1962	.80	.60				
	1	Down Our Way (Reg. Ed.) Workbook Teacher's Ed.	Lyons & Carnahan	1962	.80	.60				
	1	Down Our Way Teacher's Edition and Teacher's Guide(Both Ed. Included)	Lyons & Carnahan	1962	4.00	3.00				

School________________

PRIMARY ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

Cat. No.	Limited No. Per Tchr	Text Title and Authors	Publisher	Edi-tion	List Price	Contract Price	Copies On Hand	No. Usable	No. Re-quested Bound	Total Cost
	1	Just for Fun Reg. Ed. Gr.2 Level 2 Workbook Teacher's Edition	Lyons & Carnahan	1962	80	.60				
	1	Just for Fun Classmate Ed. Workbook Teacher's Edition	Lyons & Carnahan	1962	.80	.60				
	1	Just for Fun - Grade Level # 2 Teacher's Guide (both editions included)	Lyons & Carnahan	1962	4.00	3.00				

School________________

PRIMARY ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

Cat. No.	Limited No. Per. Tchr.	Text Title and Authors	Publisher	Edi-tion	List Price	Contract Price	Copies On Hand	No. Usable	No. Re-quested Bound	Total Cost

INTERMEDIATE TEXTBOOK REPORT FOR EDUCABLE MENTALLY RETARDED

April, 1967

Date ________ Principal ________ School ________

Please show as accurately as possible the condition and number of books on hand in your school. Estimate your needs according to the membership expected for September, 1967.

Be sure to report the texts which you now have. For example, if you are using the Harper and Row science texts, report those books. If you are to receive a new series of texts for any subject, the substitution of "new" for "old" will be made using your estimated membership for 1966-1967. Three copies of the form are being sent to each school. One copy is kept in the principal's office for future reference - the other two copies should be returned to the Director of Special Education. This is the only order form to be filled out, eliminating the need for submitting requisitions.

Please return these inventory sheets by Tuesday, April 25.

If you need any help with any part of your estimates, please feel free to call.

Prepared by:

Dale A. Samuelson
Director of Special Education

Approved by:

Don Warner
Assistant Superintendent
in Charge of Special Services

INTERMEDIATE ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

School ____________________

Cat. No.	Limited No. Per tchr	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies on Hand	No. Usable	No. Requested Bond	Total Cost
		ARITHMETIC								
	20	Working With Numbers Benbrook, et al. Bk. 3	Steck	1954		.72				
	1	Working With Numbers Teacher's Edition	Steck	1954		.72				
		DICTIONARIES								
	10	Storybook Dictionary - Scarry	Golden Press	1966	5.32	3.99				
		HANDWRITING								
	3	Remarkable Alpha-Book Manuscript Ed. I	Keeco Products		over 300	2.95 2.75				
	3	Remarkable Alpha-Book Manuscript Ed. II	Keeco Products		over 300	2.95 2.75				
	3	Remarkable Alpha-Book Cursive Edition	Keeco Products		over 300	2.95 2.75				

School ____________

Intermediate Annual Textbook Requisition For Educable Mentally Retarded Only
For Year 1967 - 1968

Cat. No.	Limited No. per tchr.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies on Hand	No. Usable	No. Requested Bond	Total Cost
		HEALTH								
	10	Growing Every Day - (Gr. 3)	Lyons & Carnahan	1965		1.77				
	1	Teacher's Ed.	Lyons & Carnahan	1965		1.77				
	10	You and Others (Gr. 2)	Lyons & Carnahan	1965		1.68				
	1	Teacher's Ed.	Lyons & Carnahan	1965		1.68				
		LANGUAGE ARTS								
		These Phonics Books are limited to a Total of 20 Student Books per tchr. Select according to ability needs.								
		PHONIC WE USE Book A - L.PP	Lyons & Carnahan	1966		.48				
		Book B - Gr. 1	Lyons & Carnahan	1966		.48				
		Book C - Gr. 2	Lyons & Carnahan	1966		.54				
		Book D - Gr. 3	"	1966		.54				
		Book E - Gr. 4	"	1966		.60				

Intermediate Annual Textbook Requistion For Educable Mentally Retarded Only For Year 1967-1968

School Cat. No.	Limited No. per tchr	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies on	No. Usable	No. Requested Bond	Total Cost
		READING SKILLS								
	8	New Adoption (Gr,2)								
	1	Reading Skills New Adoption Teacher's Ed								
	8	Reading Skills New Adoption (Gr. 3)								
	1	Reading Skills New Adoption Teachers Ed.								
	10	Talking & Writing Gr. 2 Consumable	Steck	1963	.80	.64				
	10	Our Language Gr. 3 Consumbble	Steck	1963	.80	.64				
		BASIC READING								
		Series is limited to 20 Student Texts and 20 Student Wkbks per tchr.								
		Down Our Way - Reg. Ed. Bond, et al - Gr. 2L. 1	Lyons & Carnahan	1962	2.32	1.74				
		Down Our Way - Reg Ed. Workbook	Lyons & Carnahan	1962	.80	.60				

INTERMEDIATE ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

School ____________

Cat. No.	Limited No per tchr	Text Title and Authors BASIC READING (Cont'd)	Publisher	Edition	List Price	Contract Price	Copies on Hand	No. Usable	No. Requested Bond	Total Cost
		Down Our Way - Classmate Ed Bond, et al - Gr. 1	Lyons & Carnahan		2.32	1.74				
		Down Our Way - Classmate Ed Workbook - Gr 1	same	1962	.80	.60				
		Just for Fun-Reg. Ed Bond - Gr. 2 L-2	same	1962	2.24	1.68				
		Just for Fun Reg. Ed. Workbook	same		.80	.60				
		Just for Fun-Classmate Ed. Gr. 1	same	1962	2.24	1.68				
		Just for Fun-Classmate Ed. Workbook	same	1962	.80	.60				
		Stories from Everywhere Bond Reg Ed Gr. 3 L-1	same	1962	2.44	1.83				
		Stories from Everywhere Workbook Reg. Ed	same	1962	.80	.60				
		Stories from Everywhere Class. Ed. Gr. 2	same	1962	2.44	1.83				

INTERMEDIATE ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY

For Year 1967 - 1968

School________________

Cat.	Limited No. per tchr.	Text Title and Authors	Publisher	Edi- tion	List Price	Contract Price	Copies on Hand	No. Usable	No. Re- quested Bond	Total Cost
		BASIC READING (Cont'd)								
		Stories from Everywhere Class. Ed. Workbook	Lyons & Carnahan	1962	.80	.60				
		Once Upon a Story Time Bond, Reg. Ed. Gr. 3 L-2	same	1962	2.36	1.77				
		Onc Upon a Storytime Wkbk Reg. Edition	same	1962	.80	.60				
		Once Upon a Storytime Classmate Edition Gr. 2.3	same	1962	2.36	1.77				
		Once Upon a Storytime Workbook Class. Ed.	same	1962	.80	.60				
		Meeting New Friends Bond, Reg. Ed. Gr. 4	same	1962	3.00	2.25				
		Meeting New Friends Workbook Reg. Ed.	same	1962	.88	.66				
		Meeting New Friends Classmate Ed. Gr. 2.5-3.8	same	1962	3.00	2.25				
		Meeting New Friends Class. Ed. Workbook	same	1962	.88	.66				
	1	Down Our Way Teachers Guide (Both Ed. Includ.)	same	1962	4.00	3.00				
	1	Down Our Way Wkbk Reg. Ed. Teachers Edition	same	1962	.80	.60				

INTERMEDIATE ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

School____________________

Cat. No.	Limited No. per tchr	Text Title and Authors BASIC READING (Cont d)	Publisher	Edition	List Price	Contract Price	Copies on Hand	No. Usable	No. Requested Bond	Total Cost
	1	Down Our Way-Classmate Ed. Wkbk-Tchr. Ed.	Lyons & Carnahan	1962	.80	.60				
	1	Just for Fun Teacher's Guide (Both Ed. incl.)	same	1962	4.00	3.00				
	1	Just for Fun-Reg. Ed. Wkbk. Tchr. Ed.	same	1962	.80	.60				
	1	Just for Fun-Classmate Ed. Wkbk. Tchr. Ed.	same	1962	.80	.60				
	1	Stories from Everywhere Tchrs. Guide(Both Ed. incl)	same	1962	4.00	3.00				
	1	Stories from Everywhere - Reg.Ed. Wkbk. Tchr. Ed.	same	1962	.80	.60				
	1	Stories from Everywhere Classmate Ed. Wkbk. Tchr Ed.	same	1962	.80	.60				
	1	Once Upon a Time-Teachers (Both Ed. Inclue) Guide	same	1962	4.00	3.00				
	1	Once Upon a Time-Teachers Reg. Ed. Workbook	same	1962	.80	.60				
	1	Once Upon a Time Wkbk. Tchr. Ed., Classmate Ed.	same	1962	.80	.60				

INTERMEDIATE ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY

For year 1967 - 1968

School ______________________

Cat. No.	Limited No. per tchr.	Text Title and Authors	Publisher	Edi-tion	List Price	Contract Price	Copies on Hand	No. Usable	No. Re-quested Bond	Total Cost
		BASIC READING (Cont'd)								
	1	Meeting New Friends Teacher's Guide (Both Ed. Included)	Lyons & Carnahan	1962	4.00	3.00				
	1	Meeting New Friends Reg. Ed. Wkbk. Tchr. Ed.	same	1962	.88	.66				
	1	Meeting New Friends Classmate Ed. Wkbk Tchr. Ed	same	1962	.88	.66				
		SUPPLEMENTARY READERS								
	1 set	Spece Age Books Corson (Gr. 1 -3)8Titles	Benefic Press		17.60	13.20				
		SOCIAL STUDIES								
	10	You and The Neighborhood McCall, et al (Gr. 2)	Benefic Press	1963	2.80	2.10				
	1	You and The Neighborhood Gr. 2 Teacher's Edition	same	1963	3.80	2.85				
	10	You and The Community McCall, et al (Gr.3)	same	1963	3.40	2.55				
	1	You and The Community Teacher's Edition	same	1963	4.40	3.30				

INTERMEDIATE ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

School

Cat. No.	Limited No. Per tchr	Text Tile and Authors	Publisher	Edi- tion	List Price	Contract Price	Copies on Hand	No. Useable	No. Re- quested Bond	Total Cost
		SCIENCE								
	10	Things Around You (Gr. 2)	Steck	1963		.74				
	1	Things Around You (Gr.2) Teacher's Edition	same	1963		.74				
	10	You Find Out (Gr. 3)	same	1963		.74				
	1	You Find Out Teacher's Ed.	same	1963		.74				

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

Cat. No.	Limited No. Per Tchr.	Text Title and Authors LANGUAGE ARTS	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. to Be Discarded	No. Requested Bound	Total Cost
	20	Illustrated Golden Dictionaries for Young Readers	Golden		3.95						
		Curtis - Wetters (Gr. 7,8,9)	Press	1965 Rev							
1925	10	Communications I (Gr. 7)	Follett	1966		1.65					
		Getting Started -J. Bauer									
1930	10	Communications II (Gr. 7)		1966		1.65					
		On the Way	Follett								
1930		Communications II (Gr. 8)	Follett	1966		1.65					
	20	On the Way									
1935	in all	Communication III (Gr. 8)									
		Full Speed Ahead	Follett	1966		1.65					
	5	Phonics is Fun Book I(Gr.7)	Modern Curriculum Press	1964	1.12	.84					
	1	Phonics is Fun Book I Teacher's Guide	Modern Curriculum Press	1964	2.60	1.95					
	5	Phonics is Fun Book II (Grade 7)	Modern Curriculum Press	1964	1.12	.84					

JUNIOR HIGH TEXTBOOK REPORT FOR THE EDCUABLE MENTALLY RETARDED

1967 - 1968

Date ________________ Principal ________________ School ________________

The prime purpose of this report is to determine the number of textbooks that will be needed for the next school year in the junior high school grades.

Please show as accurately as possible the condition and number of books on hand in your school. Estimate your needs according to the membership expected for September, 1967. Three copies of the form are being sent to each school. One copy is to be kept in the principal's office for future reference. The other two copies should be returned to the Director of Special Education.

Additional blank lined forms are provided if they are needed.

Please note your budgetary allotment, plus textbook adoption allocation, and attempt to stay within the figures indicated if at all possible. We would appreciate receiving your completed report by Tuesday, April 25.

	*ALLOCATED	EXPENDED
Basic Budget		
Textbook Adoption		
TOTAL		

*Represents funds remaining as of December 31, 1967

Prepared by:

Dale A. Samuelson
Director of Special Education

Approved by:

Don Warner
Assistant Superintendent
in Charge of Special Services

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

School ________________

Cat. No.	limited No. Per Tchr.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies on Hand	No. Usable	No. To Be discarded	Total Cost
		BASIC READERS								
		Series limited to 20 student books and workbooks in all per tchr. Select according to ability needs:								
		GRADE 7								
		Days of Adventure Reg. Edition Level 5	Lyons & Carnahan	1962	3.12	2.34				
		Days of Adventure Classmate Ed. Level 3.2	Lyons & Carnahan	1962	3.12	2.34				
		Days of Adventure Workbook Reg. Edition	Lyons Carnahan	1962	.88	.66				
		Days of Adventure Workbook Classmate Ed.	Lyons Carnahan	1962	.88	.66				
	1	Days of Adventure Teacher's Guide	Lyons & Carnahan	1962	4.00	3.00				
	1	Days of Adventure Reg. Ed. Workbook - Teachers Edition	Lyons & Carnahan	1962	.88	.66				
	1	Days of Adventure - Classmate Edition Workbook Teacher's Edition	Lyons & Carnahan	1962	.88	.66				

JR. HIGH ANNUAL TEXTBOOK REQUISTION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

t. No.	Limited No. Per Tchr	Text Title and Authors LANGUAGE ARTS (Cont'd)	Publisher	Edi- tion	List Price	Contract Price	Copies on Hand	No. Usable	No. Re- quested Bound	Total Cost
	1	Phonics is Fun Book II Gr. 7 Teacher's Guide	Modern Curriculum Press	1964	2.60	1.95				
	5	Phonics is Fun Book III (Grade 7)	Modern Curriculum Press	In Print	1.12	.84				
	1	Phonics Is Fun Book III (Grade 7	Modern Curriculum Press		2.60	1.95				
614	10	Book A (Grade 8) Phonics Skilltexts	Merrill	1965	.88	.66				
691	1	Book A Teacher's Edition Phonics Skilltexts	Merrill	1965	.88	.66				
624	10	Phonics Skilltexts (Grade8) Book B	Merrill	1965	.88	.66				
692	1	Book B (Grade 8) Teacher's Edition Phonics Skilltexts								

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

School ____________

Cat. No.	Limited No. Per Tchr.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies on Hand	No. Usable	No. Requested Bond	Total Cost
		BASIC READERS Series limited to 20 student books and workbooks. in all per tchr. Select according to ability needs:								
		GRADE 8								
		Stories to Remember Regular Edition Level 6	Lyons & Carnahan	1962	3.16	2.37				
		Stories to Remember Classmate Edition Level - 4	Lyons & Carnahan	1962	3.16	2.37				
		Stories to Remember Workbook Reg. Edition	Lyons & Carnahan	1962	.88	.66				
		Stories to Remember Workbook Classmate Edition	Lyons & Carnahan	1962	.88	.66				
	1	Stories To Remember Teacher's Guide	Lyons & Carnahan	1962	4.00	3.00				
	1	Stories to Remember Reg. Edition Workbook Teacher's Edition	Lyons & Carnahan	1962	.88	.66				

School ______________

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

Lat No.	Limited No. Per Tchr.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies on Hand	No. Usable	No. Requested Bond	Total Cost
		BASIC READERS								
		GRADE 8 (Cont'd)								
	1	Stories to Remember- Classmate Ed. Workbook Teacher's Edition	Lyons & Carnahan	1962	.88	.66				
		BASIC READERS								
		Series Limited to 20 student books and 20 workbooks in all- per tchr. Select . according to ability needs:								
		GRADE 9								
		Call to Adventure Level 4.7 Classmate Edition	Lyons & Carnahan	1962	3.80	2.85				
		Call to Adventure Workbook Classmate Ed.	Lyons & Carnahan	1962	.96	.72				
		Deeds of Men Level- 5.5 Classmate Edition	Lyons & Carnahan	1962	3.30	2.35				
		Deeds of Men Classmate Edition Wkbk	Lyons & Carnahan	1962	.56	.72				
	1	Call to Adventure Teacher's Guide	Lyons & Carnahan	1962	4.00	3.00				

School ____________

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

Cat. No.	Limited No. Per Tchr	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No Requested Bond	Total Cost
		GRADE 9 (Cont'd)								
	1	Call to Adventure Workbook Classmate-Teacher's Edition	Lyons & Carnahan	1962	.96	.72				
	1	Deeds of Men Teacher's Guide	Lyons & Carnahan	1962	4.00	3.00				
	1	Deeds of Men Classmate Ed. Teacher's Edition	Lyons & Carnahaan	1962	.96	.72				
		SUPPLEMENTARY READERS								
	1 Set	Pacemaker Story Books G.R. Crosher-12 Books Below 3 rd. Level Gr. 7	Fearon	1965		9.00				
	1 Set	Interesting Reading Series L. Eisner (9 books) Level 2-3 Gr. 8	Follett	1961		14.04				
	1 Set	Sailor Jack Series Gr. 9 Wasserman (10 books) Level -pp-3	Benefic Press	1960	19.44	14.58				

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY

For Year 1967 - 1968

School ____________

Cat. No.	Limited No. per tchr.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. Requested Bond	Total Cost
		READING SKILLS								
61707	10	New Practice Readers A Stone & Burton Grade 7	Webster	1962	1.32	.99				
25000	10	New Practice Readers B Stone & Burton Grade 7	Webster	1962	1.32	.99				
61714	1	New Practice Readers Teacher's Manual Grade 7	Webster	1962	.36	.27				
	10	New Adoption I Grade 8								
	10	New Adoption II Grade 8								
	1	New Adoption Grade 8 Teacher's Manual								
	20	New Goals in Reading L-3-6 Level 1	Steck	1960		.77				
	1	New Goals In Reading Teacher's Edition Grade 9	Steck	1960		.77				
	20	Help Yourself to Read, Gr.9	Ginn	1965	2.40	1.80				
	1	Write & Spelling I. Loesel Teacher's Manual	Ginn	1965	.72	.54				

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

School ______________

Cat. No.	Limited No. Per Tchr.	Text Title and Authors	Publisher	Edi- tion	List Price	Contract Price	Copies on Hand	No. Usable	No. Re- quested Bond	Total Cost
		ENGLISH								
	20	New Adoption I (Grade 7)								
	1	New Adoption I Teacher's Guide (Grade 7)								
	20	New Adoption (Grade 8)								
	1	New Adoption (Grade 8) Teacher's Guide								
	10	Beginning Lesson In English (Gr. 9) Fisher & Dixson	Regents Publ. Co.	1959	1.25	1.00				
	10	Second Book in English (Gr. 9) Dixson	Regents Publ. Co.	1950	1.25	1.00				

Jr. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

School ________

Cat. No.	Limited No. Per Tchr	Text Title and Authors	Publisher	Edi- Tion	List Price	Contract Price	Copies on Hand	No. Usable	No. Re- quested Bound	Total Cost
		ENGLISH CLASSICS								
		Grade 7								
1818-51	4	Huckelberry Finn- Brown Level 4-6	Scott Foresman			2.01				
	4	Robinson Crusoe - Dolch Level-4	Garrard			2.19				
	4	Gulliver's Stories Dolch Level-4	Garrard			2.19				
		Grade 8								
1827-55	4	20,000 Leagues Under the Sea-Moderow Level 4-6	Scott Foresman			2.10				
	4	Ivanhoe - Dolch Level-4	Garrard			2.19				
	4	Robin Hood Stories Level-4 Dolch	Garrard			2.19				
		Grade 9								
1814-50	4	Eight Treasured Stories Sandrus, Moderow, Noyes Level 4-6	Scott Foresman	1960		2.07				
1806-49	4	Tom Sawyer Berglund Level-4-6	Scott Foresman	1940		2.01				
1807-49	4	Treasure Island Moderow, Noyes, Mitchell	Scott Foresman	1949		2.10				

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR MENTALLY RETARDED ONLY

School____________

For Year 1967 -1968

Cat. No.	Limited No. Per Tchr.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. Requested Bound	Total Cost
		HEALTH								
	20	Finding Your Way Irwin, et al level 4 Gr. 7	Lyons & Carnahan	1965		1.86				
	1	Finding Your Way Level 4 Teacher's Edition (Gr. 7)	Lyons & Carnahan	1965		1.86				
	20	Plans for Living Hudson, Weaver (Gr. 8)	Fearon	1965	1.50	1.20				
	20	We are What We Eat Spitze, Rotz (Gr. 9)	Steck	1966	.96	.72				
		MATHEMATICS								
	20	Money Makes Sense Kahn, Hanna (Gr. 7)	Fearon	1960	2.00	1.60				
	20	Using Dollars and Sense Kahn, Hanna (Gr. 8)	Fearon	1963	2.00	1.60				
1910	20	Figure It Out, Book I Gr. 9								
1911	1	Figure It Out Book I Gr. 9 Wallace Instruct. Book	Follett	1965		3.75				

School__________

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967

Cat. No.	Limited No. Per Tchr	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. Requested Bond	Total Cost
		SCIENCE								
	20	Basic Science for Living Varnardo Book I (Gr. 7)	Steck	1965	.80	.60				
	20	Basic Science for Living Vernardo Book 2 (Gr. 8)	Steck	1965	.80	.60				
	20	New Adoption (Gr. 9)								
	1	New Adoption (Gr. 9) Teacher's Edition								
		SOCIAL STUDIES								
	20	New Adoption (Gr.7)								
	1	New Adoption (Gr.7) Teacher's Edition								
	20	New Adoption (Gr. 8)								
	1	New Adoption (Gr. 8) Teacher's Edition								
	20	New Adoption (Gr. 9)								
	1	Teacher's Edition								
	20	You and Your World Bolinger (Gr. 9)	Fearon	1964	2.00	1.60				

School ____________

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

Cat. No.	Limited No. Per Tchr.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. Requested Bound	Total Cost
		PRE-VOCATIONAL								
61CBP25	20	Preparing for Job Success Reading Workbook (Gr. 7)	Houston Public Schools	1961		.50				
61CBP26	1	Preparing for Job Success Reading Workbook (Gr. 7) Teacher's Edition	Houston Public Schools	1961		.70				
61CBP72	1	Preparing for Job Success Arithmetic Workbook (Gr.7)				.50				
	1 Set	Occupations - (Gr. 8) Target Series, Matyas et, al Set consists of: 20 Texts 20 Activity Books 1 Teacher's Guide 1 Poster Set	Mafex Associates			33.00				
	1 Unit	Finding Your Job (Gr. 9) (Units 1,2,3,4) 5 Volumes each unit	Finney	1963		20.42	Unit			

School____________________

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

Cat. No.	Limited No. Per Tchr.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. Requested Bound	Total Cost
		GUIDANCE								
0558	5	The Language You Speak Turner (Grade 7)	Follett	1965		.81				
0553	5	The Phone Calls you Make Turner (Grade 7)	Follett	1966		.81				
0556	5	The Letters You Write Turner (Grade 7)	Follett	1966		.81				
0552	5	The Television You Watch Turner (Gr. 8)	Follett	1965		.81				
0554	5	The Newspapers You Read	Follett	1965		.81				
0555	5	The Movies You See Turner (Gr. 8)	Follett	1966		.81				
0559	1	Turner Livingston Communication Series Teacher's Guide (Gr. 7)	Follett	1966		.81				
0559	1	Turner Livingston Communication Series Teacher's Guide (Gr. 8)	Follett	1966		.81				
	20	New Adoption (Gr. 9)								
	1	New Adoption (Gr. 9) Teacher's Edition								
	1	The Care We Give Our Clothes Hanson Teacher's Use (Gr.9)	Steck	1966		1.24				

School ______________

JR. HIGH ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967 - 1968

Cat. No.	Limited No. Per Tchr.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usuable	No. Requested Bound	Total Cost
		GUIDANCE (Cont'd.)								
	1	New Fabrics - New Clothes and You Butman Teacher's Use (Gr. 9)	Steck	1966		1.24				

SECONDARY TEXTBOOK REPORT FOR EDUCABLE MENTALLY RETARDED

April 1967

Date	Principal	School

Please show as accurately as possible the condition and number of books on hand in your school. Estimate your needs according to the membership expected for September, 1967.

Be sure to report the texts which you now have. For example, if you are using the Harper and Row science texts, report those books. If you are to receive a new series of texts for any subject, the substitution of "new" for "old" will be made using your estimated membership for 1966-1967. Three copies of the form are being sent to each school. One copy is kept in the principal's office for future reference - the other two copies should be returned to the Director of Special Education. This is the only order form to be filled out, eliminating the need for submitting requisitions.

If you need any help with any part of your estimates, please feel free to call.

Prepared by:

Dale A. Samuelson
Director of Special Education

Approved by:

Don Warner
Assistant Superintendent
In Charge of Special Services

SECONDARY ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967-1968

School Technical High
9th Grade Sped. Classes X-G-A

Cat. No.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. to Be Dis-Carded	No. Re-Quested	Sur-Plus Texts	Total Cost
	Living in Today's World	Low Co. Roth Laid	1965	3.74		40	40				
1814-50	Eight Treasured Stories	Scott Foresman	1950	2.01	1.51	38	38		4		6.04
1829	Famous Mysteries-Sandrus	Scott Foresman	1955	2.01	1.51	17	17		5		7.55
	Trouble After School-Beim	Book Ser. Scholastic	1962	.26		25	25				
1806	Tom Sawyer	Scott Foresman	1940	1.98	1.49	18	18		7		10.43
1807	Treasure Island	Scott Foresman	1949	2.10		22	22				
	Leavell Reading With a Purpose	American Book Co.	1962	3.50	2.63	0			25		65.75
	A Call to Adventure	Lyons Carnahan	1962	3.60	2.70	0			22		59.40
	A Call to Adventure WKBK	Lyons Carnahan	1962	.96	.68				22		14.96
	Deeds of Men-Bond	Lyons Carnahan	Classmate	3.60	2.70				22		59.40
	Deeds of Men-Bond WKBK	Lyons Carnahan	Classmate	.96	.68				22		14.96

SECONDARY ANNUAL TEXTBOOK REQUISITION

School Technical High
Grade 9

For Year 1967-1968

Cat. No.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. to Be Dis-Carded	No. Re-Quested	Sur-Plus Texts	Total Cost
	Sailor Jack-Homer Pots	Benific Press	1962	1.00	.75	5	5		7		5.25
	Write and Spell-Lossel Help Yourself to Reading	Benific Press	1962	set 1.00	.75	0			22		16.50
	The Sound Way Book I	Benton Review		.60	.45	0			22		9.90
	Building A Strong Body	Venture Media	1963	set 1.00	.75	0			22		16.50

SECONDARY ANNUAL TEXTBOOK REQUISITION
For Year 1967-1968

School Technical High
Grade 10

Cat. No.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. to Be Dis-Carded	No. Re-Quested	Sur-Plus Texts	Total Cost
	How Airplanes Help Us	Benefic Press		1.68	1.26	0			22		27.72
	How Foods Are Preserved Us	Benefic Press		1.68	1.26	0			22		27.72
	How Communications Help	Benefic Press		1.68	1.26	0			22		27.72
	How Printing Helps Us	Benefic Press		1.68	1.26	0			22		27.72
	Jim Forest Readers	Harr Wagner		set 13.42	10.07	0			sets 5		50.35
	The Sound Way Book II	Benton Review		.60	.45	0			22		9.90
	Employment	Mafex Asso.	tart. ser.	set 33.00	24.75	0			set 1		24.75

SECONDARY ANNUAL TEXTBOOK REQUISITION

School Technical High
Grade 10

For Year 1967-1968

Cat. No.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. to Be Dis-Carded	No. Re-Quested	Sur-Plus Texts	Total Cost
	Turner Livingston Reading	Follet	1962			50 Sets	50 Sets				
1834-57	Julius Caesar	Scott Foresman	1957	1.56	1.17	31	31		11		12.87
1840-60	People to Remember	Scott Foresman	1960	2.01	1.51	32	31		11		16.61
	We Were There With Caesars Legions	Ghosset-Dunlap		set 1.50	1.13	0			25		28.25
4176-63	On Target-Humphrevill	Scott Foresman	1963	2.40	1.80	19	19		6		10.80
4;75-61	Top Flight-Humphrevill	Scott Foresman	1961	2.34	1.76	18	18		7		12.32
	Brawn Laugh and Learn Grammar	Harr Wagner		2.80	2.10	0			25		52.50
	Cage Book Oral Language Practice	Vaughn Steck		2.60	1.95	0			25		48.75
	American Adventure Series	Harper-Row		set 16.20		3 sets	3 sets				
	Life In Different Lands	Steck-Vaughn		.80	.60	0			25		15.00

School Technical High
Grade 11 Spec. Classes X-G-A

SECONDARY ANNUAL TEXTBOOK REQUISITION FOR EDUCABLE MENTALLY RETARDED ONLY
For Year 1967-1968

Cat. No.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. to Be Dis-Carded	No. Re-Quested	Sur-Plus Texts	Total Cost
1815	Last of the Mohicans	Scott Foresman	1950	2.01	1.51	22	22				
1808-38	When Washington Danced	Scott Foresman	1950	2.34	1.76	20	20		2		3.52
1837-59	Call of the Wild	Scott Foresman	1950	1.83	1.38	22	22				
	We Were There With The Mayflower Pilgrims	Dunlap Grosset		1.50	1.13	0	22		22		24.86
	How Do We Get Our Shelter	Benefic Press		1.68	1.26	0			22		27.72
	American History-Baldwin	Noble & Noble	1964	2.08	1.56	50	50				
	Beginning English-Dixson	Regents	1959	.94	.71	35	35				
	Dixson Second Book of English	Regents	1959	.94	.71	34	34				
	The Job Ahead-Goldberg	S RA	1963	3.95	2.97	45	45				
	Deep Sea Adventure Series	Harr Wagner	1962	5.76	4.32	sets 5	5				
	Teen Age Tales A	Heath	1959	2.10	1.58	10			12		34.76
	Teen Age Tales I	Heath	1959	2.10	1.58	10			12		34.76
	Teen Age Tales I	Heath	1959	2.10	1.58	10			12		34.76

SECONDARY ANNUAL TEXTBOOK REQUISITION EDUCABLE MENTALLY RETARDED ONLY

For Year 1967-1968

School Technical High

Grade 12

Cat. No.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. to Be Dis-Carded	No. Re-Quested	Sur-Plus Texts	Total Cost
	Dimond Pflieger Civics For Citizens	Lippincott	1965	set 4.00	3.00	0			45		35.00
1835-59	Macbeth	Scott Foresman		1.56	1.17	0			45		52.65
0300	Individualized English	Follett	1965	66.00	49.50	0			1		49.50
	Vanguard Pooleyetal	Scott Foresman	1961	3.57	2.68	0			10		26.80
1804-48	Moby Dick Brown	Scott Foresman		2.61	1.51	0			22		33.22
	We Were There at the Era Opening of the Atomic	Grosset-Dunlap		1.50	1.13	0			22		24.86
	Mastery in Reading	Steck-Vaughn	1958	.84	.63	0			22		13.86
	Progress in Reading	Steck-Vaughn	1958	.84	.63	0			22		13.86
	Better Living	Prerson Trading Co	1964	1.50	1.13	0			22		24.86
	How Schools Aid Democracy	Benefic Press		2.00	1.50	0			22		33.00

SECONDARY ANNUAL TEXTBOOK REQUISITION EDUCABLE MENTALLY RETARDED ONLY
For Year 1967-1968

School Technical High
Grade 12

Cat. No.	Text Title and Authors	Publisher	Edition	List Price	Contract Price	Copies On Hand	No. Usable	No. to Be Dis-Carded	No. Re-Quested	Sur-Plus Texts	Total Cost
	Accent Education Titles	Follett		4.14	3.11	0			22		68.4
	You - Clare Frinkle	F.E. Richards	1965	4.75	3.57	0			22		78.4
	You	F.E.Richards	1965	1.25	.94	0			1		.94
	Communication I										
	Getting Started	Follett	1966	1.65	1.24	0			5		6.2
	Communication II										
	On The Way	Follett	1966	1.65	1.24	0			5		6.2
	Communication III										
	Full Speed Ahead	Follett	1966	1.65	1.24	0			5		6.2
	High School Reading Book I	American Bk. Co.	1961	set 3.00	2.25	0			22		27.5

PART II PROGRAM EVALUATION

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. Project Number 67-067 Activity In-Service

2. Length of time of activity in months 10 months

Beginning Date September 1, 1966 Ending Date June 30, 1967

3. Estimated cost of this activity or service 26,643

4. Indicate the number of students participating in this activity by grade level:

Preschool ____ 3. ____ 7. ____ 11. ____

Kindergarten ____ 4. ____ 8. ____ 12. ____

1. NO 5STUDENTS INVOLVED9. ____

2. ____ 6. ____ 10. ____ Total ____

5. Number of staff involved in this activity: Full Time 2 Half Time ____

6. What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.

1. To help educators discover factors which invluence the learning behavior and development of children.

2. To help participants learn how to interpret validly the materials they have gathered on the study of their child.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.						
Kindergarten	x			x		
Grades 1-3	x			x		
Grades 4-6	x			x		
Grades 7-9	x			x		
Grades 10-12		x			x	

* Little or no progress above that normally expected for this group.

PART II PROGRAM EVALUATION

PROJECT EVALUATION (CON'T)

7. Give a brief resumé of this activity. (Please see instructions)

(See Supplementary Sheet - next page)

8. Summary and conclusions for this activity. (Please see instructions)

Supplementary Sheet, Page 2

Part II PROGRAM EVALUATION

7. Give a brief resume of this activity. (Please see instructions)

The Child and Youth Study Project was divided into three parts this year as follows:

The first year part of the program is the laboratory course involving the building and interpreting case teaching. Skill is developed in gathering data from seven sources, in classifing these data, and in using them to gain insight into each child's learning and behavior. Steps in the scientific method are identified and practiced. The course includes twelve lectures, extensive reading from a selective bibliography, and participation in sixteen two-hour case analysis. This also involved a summer workshop that was designed to prepare persons to be leaders or co-leaders in first year Child and Youth Study. This workshop consisted of fifteen one and a half hour lecture-discussion meetings, fifteen two-hour case analysis periods, and a minimum of two hours per day of reading from a selected human development bibliography. In addition to learning the content and processes that was involved in the first year Child and Youth Study, perspective leaders learn about the roles of consultants, a structure and dynamics of building faculty groups, of working Child Study Groups, the scope and content of books in the bibliography, how to help groups develop an appropriate code of professional ethics, how to help individuals to learn to make effective home visits, and how to interview colleagues.

The second part was the Advanced Laboratory Course that involved the building and interpreting case studies of children and young people that the participants were actually teaching. Utilizing these skills to develop in the first year course, the participants heard twelve advanced human development lectures, did extensive reading from a selected bibliography, and participated in sixteen two-hour case analysis periods. The methods of case analysis differed from the first year program in that depth analysis of factors influencing learning and behavior in each area of a seven area human development framework must be completed before the case record can be interpretated as a whole. A summer workshop was also designed to prepare the persons to be leaders or co-leaders in advanced Child and Youth Study. Fifteen hour and a half advanced human development lecture -discussion meetings and a minimum of two hours a day of reading from a selected human development bibliography are required. In fifteen two-hour case analysis periods, participants formulate the questions that must be answered in each area of the seven area framework and work out the answers to them in a case record built by a participant in a second year Omaha Study group during the previous year.

Supplementary Sheet, Page 2 (Continued)

A third part of the program for this year was a practicum seminar on the individualization of instruction to accelerate learning. Selected persons were encouraged to individualize instruction in ungraded rooms. A maximum of pupil-teacher planning, independent individual, and group study on the basis of agreed upon contracts to cover specific subject matter in skill learning. Maximum use of the orogram material, recording instruments, and visual aids. Fully flexible schedules, many direct experienced trips, walks and experiments, and pupil participation in the evaluation are sought. Year plans and daily logs of activities were kept by participants together with the extensive samples of pupils work and appropriate recordings of individual language and of group activities. Sixteen bi-weekly two-hour group meetings to share materials and experience, to evaluate progress, and to plan what steps are required. An evaluation of the effects of the classroom on the basis of the pupil orientation classroom classes as being conducted by the Omaha Public Schools. Individuals also submitted recordings, unit plans, daily logs of activities, and extensive samples of pupils work to the coordinator of the Child Study Program for evaluation by the consultants.

(See special study by Deanna J. Dubsky on following pages.)

The following material is quoted from a study made by Deanna J. Dubsky, "A Study to Determine the Inducements Which Would Encourage Competent Teachers in a Disadvantaged Area to Remain in That Area".

CHAPTER III
THE MATERIALS USED AND GROUPS STUDIED

This study was designed to show whether or not there are some inducements that a majority of teachers from a disadvantaged area would consider significantly important as deciding factors in determining whether or not they preferred to teach in a disadvantaged area.

Restatement of the hypothesis. There are specific inducements that teachers from disadvantaged areas deem significant in retaining competent, qualified educators in schools which serve predominately disadvantaged children.

Materials. The experimenter used personal experience, professional interviews and current research as guidelines in designing an instrument that would measure teacher preferences.

This instrument, which consists of an explanatory cover letter and a questionnaire, was then submitted to a sample group of educators from the research area. This was done in order to check equality of preference choices included in the questionnaire and to insure clarity in the stated purpose and directions for completing said questionnaire. A final draft of this questionnaire and cover letter was then submitted to Mr. Don Warner, Assistant Superintendent in charge of Personnel for the Omaha Public Schools, in order to obtain permission to conduct this research. Both the questionnaire and cover letter are included in the appendix of this research paper. The cover letter, questionnaire and a stamped, self-addressed envelope were paper-clipped together. The envelope was provided in order to assure each participant that their choices were confidential and would be used only for this research project.

Participants. The participants in this study were the teachers presently assigned to eight of the A.I.D. schools. The participating schools and their staff members are as follows:

School	Number of Regular Faculty Members
Conestoga	21
Druid Hill	21
Franklin	32
Kellom	28
Lake	17
Long	15
Lothrop	43
Saratoga	26

The total number of participants was 203 teachers.

CHAPTER IV
THE STUDY AND RESULTS

Technique. The research instrument was distributed through the school mail to each of the eight participating schools. Included in each packet of materials was a personal letter to the principal of the school in which the purpose of this research was restated. The principal was also requested to distribute the material to each member of his regular staff and thanked for his cooperation.

On April 28, 1967, the research instruments were distributed to the teachers in the participating schools. May 3, 1967, was the date specified for the completion and return of the questionnaire to the researcher. Return of the questionnaire was processed through the U. S. Post Office to the home address of the researcher.

Results. Of the 203 participants, 164 responded by completing and returning the questionnaire to the researcher. This indicates a response of 81% of the participants.

The questionnaire requested the participant to state the grade level in which she is presently teaching. "Primary" referred to the area of kindergarten, first grade, second grade, and third grade. "Intermediate" referred to grade levels from fourth to sixth grade. Undesignated will refer to teachers who did not designate grade level or who are remedial reading teachers who are not confined to a grade level.

The questionnaire consisted of fifteen possible preference choices which were listed in random order. Each preference was assigned a letter symbol. These preference choices will be referred to by their assigned letter symbols in the remainder of this paper.

Tables illustrating the item analysis which was performed on preference is included in the appendix of this paper. Thus, the exact placement or choice of each of the possible inducements is availalbe for the reader. The remainder of this paper will deal with the number of participants who chose any given item as one of their first seven preferences.

Analysis of results. The following table indicates the total number of times each item was selected by the participants according to their designated grade level. These figures represent the total number of times an item was selected regardless of its position of preference given by the individual participants. The last column reports the percentage of participants who chose any given item as one of their seven preferences,

Item	Primary (96 Responses)	Intermediate (55 Responses)	Undetermined (12 Responses))	Total	Percentage
A	31	18	2	51	31.1
B	67	44	7	118	71.9
C	90	51	12	153	93.3
D	40	17	1	58	35.3
E	47	26	6	79	48.1
F	59	28	7	94	57.3
G	45	34	7	86	52.4
H	33	23	6	62	37.8
I	84	46	10	140	85.4
J	17	3	2	22	13.4
K	23	14	2	39	23.7
L	48	26	9	83	50.6
M	46	27	7	80	48.8
N	9	5	2	16	9.8
O	38	22	4	64	39.0

TABLE I Composite of item analysis and percentage of participants who chose item as one of seven preferences.

Table I indicates that 93% of the participants chose Item C as being significant in retaining competent, qualified teachers in a disadvantaged area. Item C is stated, "Employ extra personnel to supervise lunchroom and playgrounds so that the classroom teacher would have a free lunch hour".

Participants ranked Item B in third place with 72% indicating that it would be significant in retaining competent teachers in disadvantaged areas. Item B stated, "Provide music and physical education teachers regularly in all grades, every day, to allow teachers an extra planning period".

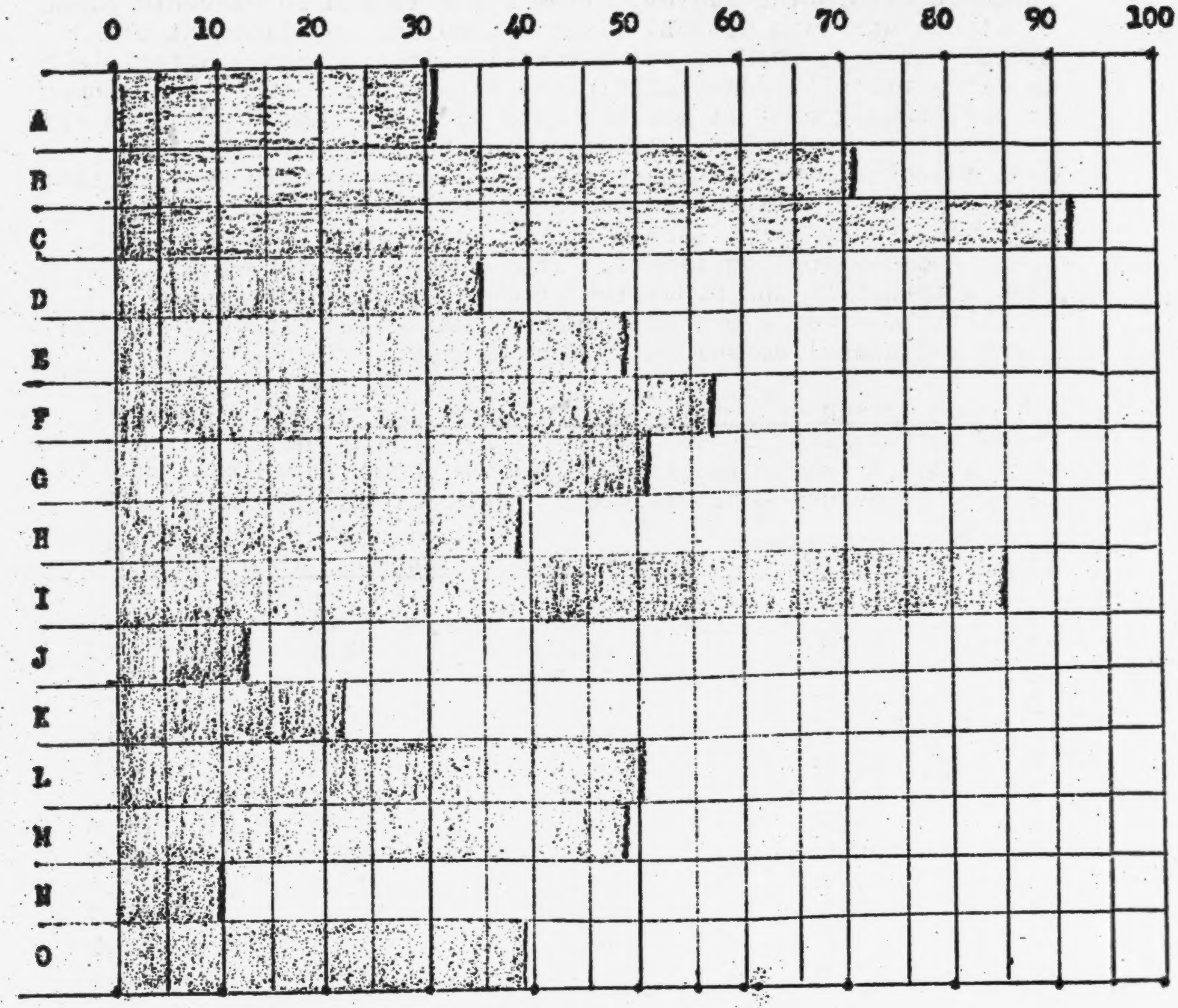
Participants ranked Item F in fourth place as it was selected by 57%. Item F refers to the provision for an attendance clerk. Item G was ranked in fifth place as it was selected by 52%. Item G provides for incentive pay for teachers in disadvantaged areas after two years of successful teaching in the area. Item L was ranked in sixth place as it was selected by 51%. Item L provides for a school psychologist for every 500 students enrolled. Item M was ranked in seventh place as it was selected by 49%. Item M provides each school with a full-time librarian and adequate remedial reading teachers. Item E was ranked in eighth place as it was selected by 48%. Item E refers to "teacher aides". Item O was ranked in ninth place as it was selected by 39%. Item O refers to the improvement of the "image" of area teachers by requiring that only teachers with two years of successful teaching in the system and appropriate in-service training could be assigned to a disadvantaged area. Item H was ranked in tenth place as it was selected by 38%. Item H provides for a rotation system to be employed by the administrative staff in assigning teachers within the system. Item D was ranked in eleventh place as it was selected by 35%. Item D provides an allotment of $25.00 for each teacher for purchasing instructional materials to fit particular needs within the classroom. Item A was ranked in twelfth place as it was selected by 31%. Item A provides for a substitute to replace classroom teacher so that she would have three days of "released time" in order to make home visits, participate in in-service programs, child-study, etc. Item K was selected by 24%. Item K refers to the provision of sufficient audio-visual equipment. Item J was selected by 13%. Item J refers to the provision of modern, air-conditioned facilities. Item N was selected by 10%. Item N refers to limiting individual school enrollment to 500.

Comparison of results by participating groups. Table II shows a comparison of each item or preference choice and the percentage of participants within each group that chose that item. The groups were defined at the beginning of Chapter IV.

Item	Primary	Intermediate	Undesignated	Composite
A	32.3	32.7	16.6	31.1
B	69.8	80.0	58.3	71.9
C	93.8	92.7	100	93.3
D	41.7	30.9	8.3	35.3
E	48.9	47.3	50.0	48.1
F	61.5	50.9	58.3	57.3
G	46.9	61.8	58.3	52.4
H	34.4	41.8	50.0	37.8
I	87.5	83.6	83.3	85.4
J	17.7	5.5	76.6	13.4
K	23.9	25.5	16.6	23.7
L	50.0	47.3	75.0	50.6
M	47.9	49.1	58.3	48.8
N	9.4	9.1	16.6	9.8
O	39.6	40.0	33.3	39.0

TABLE II Percentage comparison of each item for the three sub-groups within the participating research group.

The intermediate teachers had a greater percentage (80%) of teachers who selected Item B than did the primary teachers (70%). Item B provided for full-time music and physical education teachers. It should be noted that traveling teachers in these areas now serve the intermediate grades on the average of one class period per week. The primary grades now operate completely



Graph I Composite percentages of participants who chose item as one of seven preferences.

Graph I illustrates graphically the percentage of times any given item was selected by the participants as an inducement that would be significant in retaining competent, qualified teachers in a disadvantaged area. The graph illustrates the rank order of each preference choice.

self-contained classrooms without the assistance of any special teachers.

Forty-two percent of the primary teachers selected Item D while only 31% of the intermediate teachers selected it. Item D provides the $25.00 per teacher allotment for purchasing particular instructional materials for the classroom.

Sixty-two percent of the primary teachers participating selected Item F while only 51% of the intermediate teachers chose this item. Item F provides for an attendance clerk.

Sixty-two percent of the intermediate teachers participating selected Item G while only 47% of the primary teachers chose this item. Item G refers to the establishment of incentive pay.

Item J shows great discrepancies as 77% of the undesignated group selected it; 6% of the intermediate group; and 18% of the primary group. Item J allows for the provision of modern, air-conditioned facilities.

Seventy-five percent of the undesignated group selected Item L while 50% of the primary group and 47% of the intermediate group. Item L allowed for a school psychologist for each 500 students enrolled.

Item A was selected by 32% of the primary teachers, 33% of the intermediate teachers, and 17% of the group that was undesignated.

CHAPTER V
SUMMARY AND CONCLUSIONS

Summary. This study was designed to determine whether or not there are inducements that a majority of teachers from disadvantaged areas. According to this research that pertains particulary to the A.I.D. Schools within the Omaha Public School Systems, there are some inducements that a majority of the participants felt would be significant in avoiding the administrative problem of large teacher turn-over and general difficulty in staffing schools in a disadvantaged area.

The three choices which were selected most often are playground and lunchroom personnel; class size of twenty-five; and regular music and physical education teachers for all grade levels. This would seem to indicate that teachers in disadvantaged areas feel a need for more time to prepare for their students. Further research would be needed to determine exact motivation for these choices.

Conclusions. Many teachers added comments to their questionnaires. In this way, they conveyed their interest and concern for their classes and their disadvantaged communities. As previously stated in this paper, the teachers feel more frustration because their students do not achieve academically at the standard rate.

As previously reported, Omaha is working in many areas to increase pupil achievement in the disadvantaged areas. Teachers in the "area" are participating actively in many programs. All teachers in the "area" have remarked about the improvements which have already been put into practice to some degree. This research reject should indicate the programs or improvements which the teachers feel are most important. It should also indicate areas of weakness.

The preference choices included in this research were set arbitrarily by the researcher. More research would be needed if administrators would seriously consider giving teachers in disadvantaged areas any special inducements. In their research, they would state preference choices that their school board would financially find possible for application.

This study does indicate teacher preferences in Omaha at the present time. If administrators desire to reduce the teacher turn-over in disadvantaged areas, this research provides information as to the kind of help and changes that teachers presently placed in the disadvantaged area would consider important in persuading them to teach or continue teaching in this "area".

APPENDIX A

COVER LETTER

April 28, 1967

Dear Teacher,

This questionnaire is part of a research project required to complete the course "Supervision and Administration of the Elementary School" at the University of Omaha.

It is hoped that the information obtained from those questionnaires will be beneficial in determining what improvements, or conditions, would be desirable in attracting and retaining qualified, competent teachers in disadvantaged areas. The questionnaire is being sent to all teachers in the AID Elementary Schools.

As a teacher in the AID area, I feel that this problem is worthy of extensive research. In order to make this study significant, it is important that the results reflect the opinion of every one of us.

I would appreciate it greatly if you would carefully consider and complete this questionnaire as soon as possible and return it in the accompanying self-addressed envelope.

Thank you in advance for your time and consideration.

Sincerely,

Deanna J. Dubsky

Please return this questionnaire no later than Wednesday, May 3.

APPENDIX A

QUESTIONNAIRE

GRADE LEVEL: Primary ___
Intermediate ___

Please number these improvements in the order of your preference. Thus, your first choice or the improvement that you feel is important would be numbered 1; the improvement that you would rank as second in importance would be numbered 2, etc. Please choose seven improvements and list them in the order of your preference.

___A. Provide a substitute for the classroom teacher so that she would have 3 days of "released time" per quarter at which time she could make home visits, participate in in-service programs, child study groups, etc.

___B. Provide music and physical education teachers regularly in all grades, every day, to allow the teacher an extra planning period.

___C. Employ extra personnel to supervise lunchroom and playgrounds so that the classroom teacher would have a free lunch hour.

___D. Provide an allotment of $25.00 for each teacher which she could use to purchase instructional materials to fit particular needs in her classroom.

___E. Provide one teacher aide for every six teachers so that teachers could rely on them to do all classroom duplicating, locate supplies, cut paper, and be of general assistance to the classroom teacher.

___F. Provide an attendance clerk who would record all absences; maintain the individual register~ from the absence sheet turned in by the teacher; and put attendance on the report cards and permanent record cards.

___G. Provide automatic incentive pay ($400 per year) after two years of successful teaching in the area.

___H. A special rotation system where teachers would be moved at least once every five years to another area within the system.

___I. Absolute maximum class size of twenty-five.

___J. Provide modern, air-conditioned facilities.

___K. Provide sufficient audio-visual equipment so that it is easily available when needed. (Example: tape recorders and overhead projectors shared by two classrooms)

APPENDIX A

QUESTIONNAIRE
(Cont.)

___L. Provides school psychologist for every 500 students. This person would be responsible for testing, counseling, and home visits for the students within that building.

___M. Provide each school with a full time librarian and adequate remedial reading teachers.

___N. No school enrollment should exceed 500 students.

___O. To improve the image of "area" teachers, only teachers with two years of successful teaching in the system and appropriate in-service training could be placed in the "area".

APPENDIX 8

ITEM ANALYSIS OF PREFERENCES

Primary - 96 Responses

	1	2	3	4	5	6	7	Total	Percentage
A	1	2	3	4	8	9	4	31	32.3
B	11	14	9	5	13	6	9	67	69.8
C	29	21	15	13	7	0	5	90	93.8
D	2	2	4	6	5	9	12	40	41.7
E	2	1	7	8	9	10	10	47	48.9
F	4	7	5	14	9	10	10	59	61.5
G	8	3	9	2	3	7	13	45	46.9
H	0	3	10	7	5	0	8	33	34.4
I	30	17	11	5	8	5	8	84	87.5
J	0	0	3	2	4	3	5	17	17.7
K	0	2	1	6	2	6	6	23	23.9
L	2	10	3	7	8	13	5	48	50.0
M	1	4	7	10	8	7	9	46	47.9
N	0	0	1	0	3	2	3	9	9.4
O	8	6	5	6	4	6	3	38	39.6

Intermediate - 55 Responses

	1	2	3	4	5	6	7	Total	Percentage
A	2	4	2	—	1	4	5	18	32.7
B	10	7	4	7	4	8	4	44	80.0
C	13	10	7	9	8	1	3	51	92.7
D	—	3	3	3	2	2	4	17	30.9
E	—	3	5	5	7	3	3	26	47.3
F	1	3	7	4	3	4	6	28	50.9
G	7	6	5	4	1	5	6	34	61.8
H	5	4	1	3	2	3	5	23	41.8
I	11	4	7	4	10	2	8	46	83.6
J	1	—	—	—	1	—	1	3	5.5
K	—	1	2	2	3	5	1	14	25.5
L	3	4	2	4	5	5	3	26	47.3
M	—	3	1	5	5	6	7	27	49.1
N	—	—	2	—	—	2	1	5	9.1
O	4	4	5	3	—	4	2	22	40.0

APPENDIX B

ITEM ANALYSIS OF PREFERENCES
(Cont.)

Undetermined - 12 Responses

	1	2	3	4	5	6	7	Total	Percentage
A	—	—	1	—	—	1	—	2	16.6
B	2	3	1	—	1	—	—	7	58.3
C	4	3	—	3	1	—	1	12	100
D	—	—	1	—	—	—	—	1	8.3
E	—	—	3	—	—	2	1	6	50.0
F	—	1	—	1	2	3	—	7	58.3
G	—	1	1	1	1	2	1	7	58.3
H	—	1	1	—	3	—	1	6	50.0
I	4	—	3	2	—	1	—	10	83.3
J	—	—	—	1	1	—	—	2	76.6
K	—	—	—	—	—	1	1	2	16.6
L	—	3	—	2	—	—	4	9	75.0
M	—	—	—	1	2	1	3	7	58.3
N	1	—	—	1	—	—	—	2	16.6
O	1	—	1	—	1	1	—	4	33.3

CHILD STUDY PROGRAM AND
THE CHILD'S SELF-CONCEPT

A child's self-concept improves if his teacher participates in the Omaha Public Schools' Child Study In-Service Program. This was the finding by Dr. Angelo S. Bolea in a provocative and sophisticated study during the 1965-66 school year.

Dr. Bolea, who is now on the staff at the University of Maryland, concluded from his study that the "Self-concepts of children in the disadvantaged areas whose teachers were ... (participants) in the program (Child Study In-Service) became increasingly 'positive'."

The importance of 'healthy' self-concepts are stressed because "...many young people move into adulthood facing inner conflicts represented in negative attitudes toward the self which are in part carried over from unresolved childhood struggles." Dr. Bolea generalized that, "The life pattern of every individual illustrates the living out of his self-concept; it is his 'road map' for living."

In addition to the above findings, Dr. Bolea singles out a significant difference in the self-concepts of children in the culturally disadvantaged areas and children in other socioeconomic classes. He writes, "Research indicated that the self-concepts of children from culturally disadvantaged areas are lower than self-concepts of children in other socioeconomic classes. Not only was this found to be the case in the present research, but it was further demonstrated by the present study that the self-regard of culturally disadvantaged children became increasingly negative."

The Procedure used:

(1) Fourth, fifth, and sixth grade students in each of three samples were pre and post tested using the Perkins Q-Sort (50 statements sorted by the individual which are "most like me" and "least like me"), and the SRA Junior Inventory (a "need" and "problem" checklist).

(2) An analysis of variance was used to determine the significance of the test scores.

Brief Description:

(1) Sample A--Experimental group of 254 pupils in the pre-test and 463 in the post-test...in nine elementary schools randomly selected from the total population of schools in an "economically disadvantaged metropolitan area in Omaha, Nebraska." "Teachers in the experimental schools were volunteers in the Child Study program."

(2) Sample B--First comparison group..220 pupils in the pre-test and 271 pupils in the post-test...in five elementary schools "randomly selected from an area in which the experimental schools were located." The teachers of these children were not participating in the Child Study program.

(3) Sample C--Second comparison group...358 pupils in the pre-test and 385 pupils in the post-test...in "five schools randomly selected from a non-disadvantaged area of the same metropolitan locale...Teachers in this group, as in Sample B, were non-participants in the Child Study Program."

The Results:

1. In General:
   (a) Sample A--a significant change in the child's self-concept was statistically determined in the POSITIVE direction.
   (b) Sample B--a significant change in the child's self-concept was statistically determined in the NEGATIVE direction.
   (c) Sample C--NO significant change in the child's self-concept was determined statistically.

2. By Sex:
   (a) Sample A--Males made a significant change while no such change was accorded the females (Q-Sort). Post-test data indicated no sex differences while there were differences in pre-test data. Conclusion: principal change was with boys.
   (b) Information relative to sex differences in Sample B and Sample C was not available.
   (c) It should be noted that although there was no statistical difference between sex in SRA "Personal Self-Concept", a trend toward greater change among the females than among the males was measurable.

3. By Grade:
   (a) Sample A--"There was not statistically significant difference between grades four and six, four and five, and five and six." However, a trend of change toward self-ideal congruence was demonstrated to increase by progression of grade level. "That is, the change toward increased congruence tended to be greater in the sixth grade than in the fifth grade. Furthermore, increased congruence which occurred in the fifth grade tended to be greater than the change which occurred in the fourth grade."

In summary, the positive value of the Child Study In-Service Program has been demonstrated. The long-range effects are possibly immeasurable. Two very important results from this program seem to (1) focus on the upgrading and professionalization of classroom instruction, which, in turn, (2) when transferred to the children results in both greater achievement and a better understanding of self. Thus, a new hope and a renewed optimism is injected into the stream of effort and concern in both the student and the teacher.

PART II PROGRAM EVALUATION

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. Project Number 67-067 Activity Teacher Consultants

2. Length of time of activity in months 10 months

Beginning Date September 1, 1966 Ending Date June 30, 1967

3. Estimated cost of this activity or service 31,698

4. Indicate the number of students participating in this activity by grade level:

Preschool		3.	1350	7.	1019	11.	708
Kindergarten	1513	4.	1257	8.	967	12.	641
1.	1568	5.	1111	9.	1008	Ungraded	156
2.	1384	6.	1126	10.	779	Total	14,587

5. Number of staff involved in this activity: Full Time 4 Half Time

6. What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.

1. To assist teachers with the implementation of a sound and a well articulated program of instruction specifically designed to meet the needs of educationally disadvantaged.
2. To give intensive help in the basic subjects by consulting with individual teachers on a regular basis.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.						
Kindergarten	x			x		
Grades 1-3	x			x		
Grades 4-6	x			x		
Grades 7-9		x			x	
Grades 10-12			x			x

* Little or no progress above that normally expected for this group.

PART II PROGRAM EVALUATION

PROJECT EVALUATION (CON'T)

7. **Give a brief resumé of this activity.** (Please see instructions)

Work in the program started by Helping new teachers become acquainted with the Omaha School system. Demonstrations for effective teaching techniques were held periodically. Unit, weekly, semester, and yearly plans were developed with the teachers. Help was given in planning field trips, bulletin boards, charts, transparencies and the use of other materials.

Work was done helping arrange special groups, as special reading groups and extension reading programs, and classroom arrangement. News materials were distributed and interpreted. Many meetings with teachers, principals, and P.T.A. groups were held. Some help was also given with immediate discipline problems.

A great deal of help was given in diagnostic interpretation for many of the teachers.

A check list was provided for teachers to check each week on their contacts with the teacher consultants.(Please see following page)

8. **Summary and conclusions for this activity. (Please see instructions)**

Based on positive comments from teachers, the project was a success. Many felt more at ease because of the availability of a person to work with (in a short period of time) when they had a problem. Many were encouraged to remain in the disadvantaged area because of help from these personnel.

Information was distributed within a short period of time, because of concentration in this area, to keep teachers informed of new materials and methods. Many problems of communication were solved and problems with inexperienced were worked on right at the time. This helped rapport between teachers, supervisors, and administrators.

Much time was saved at the beginning of the year by helping teachers get established in a shorter period of time.

ACTIVITIES PERFORMED BY TEACHER CONSULTANTS

______________________________ ______________________________

Week of Name

______ 1. Help new teachers become acquainted with the Omaha School System.

______ 2. Check past test scores to see that children are properly grouped for the subject of Reading.

______ 3. Check, separately, children whose reading adequacy is in doubt.

______ 4. Listen to reading groups to determine group placement.

______ 5. Conduct demonstrations in effective techniques in Social Studies, Reading, Arithmetic, Science, Creative Writing, Proof-reading, Library Techniques, S.R.A. Laboratories, and anything else required by the principal or teacher.

______ 6. Develop plans with the teacher---Unit plans; weekly, semester, and yearly.

______ 7. Work on the arrangement of rooms.

______ 8. Set up extension reading programs.

______ 9. Help Substitute Teachers.

______ 10. Select, plan, and follow up excursions.

______ 11. Evaluation, through testing, observation, and other methods.

______ 12. Hold Conferences with supervisors, principals, and teachers.

______ 13. Help with discipline problems in the room.

______ 14. Help with bulletin boards.

______ 15. Distribute new materials.

______ 16. Help classroom teachers prepare for demonstrations.

______ 17. Attend meetings-----Prescott, P.T.A., etc.

______ 18. Assist with professional building meetings.

______ 19. Demonstrate use of new materials:

New texts, records and record player, transparencies, overlays, and the overhead projector, headphones, tape recorders, slides, films, and the 16 mm projector, maps, globes, charts, opaque projector, etc.

______ 20. Make charts, transparencies, and other materials.

______ 21. Observe new techniques, ideas, and places.

______ 22. Show how to work with small groups within the large group.

______ 23. Show teachers how to review material, reteach, and diagnose.

______ 24. Help teachers develop proper attitudes toward learning

______ 25. Other (explain)

PART II PROGRAM EVALUATION 1.

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. **Project Number** 67-067 **Activity** Director of Special Education

2. **Length of time of activity in months** 12 months

Beginning Date September 1, 1966 **Ending Date** August 31, 1967

3. **Estimated cost of this activity or service** 19,271

4. **Indicate the number of students participating in this activity by grade level:**

Preschool	16	**3.**	416	**7.**	125	**11.**	73
Kindergarten	354	**4.**	398	**8.**	162	**12.**	56
1.	362	**5.**	380	**9.**	215	Ungraded	83
2.	363	**6.**	392	**10.**	100	**Total**	3495

5. **Number of staff involved in this activity: Full Time** 1 **Half Time**

6. **What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.**

1. To coordinate the various programs in special education. To work with the various individuals employed in these areas.

2. To help them establish their program and/or in the case of those programs already established to work with those individuals to upgrade these programs.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	**Substantial Progress Achieved**	**Some Progress**	**Little or no Progress Achieved***	**Substantial Progress Achieved**	**Some Progress**	**Little or no Progress Achieved***
Pre-Kind.	x					
Kindergarten	x					
Grades 1-3	x					
Grades 4-6	x					
Grades 7-9	x					
Grades 10-12	x					

* **Little or no progress above that normally expected for this group.**

PART II PROGRAM EVALUATION

PROJECT EVALUATION (CON'T)

7. **Give a brief resumé of this activity. (Please see instructions)**

A program for the acoustically handicapped, visually handicapped and speech handicapped was established and continued with in-service experiences being provided for by the Omaha Public Schools. The director of special education spent a great deal of time in working out these programs and improving the programs with the resource teachers and speech therapists so as to insure the highest quality of teaching possible.

The director of special education also spent many hours working with teachers in the area of mentally retarded and reviewed the curriculum from several school districts throughout the United States and made a comparison of these programs. From the comparison of these programs a temporary curriculum guide was adopted for use in the Omaha Public Schools for this year.

A new program for the educable mentally retarded was started in the second high school in the Omaha Public Schools. The program for the trainable mentally retarded was expanded. A continuous effort was made to recruit teachers for the program and to offer scholarships to teachers in the Omaha Public Schools who are willing to go back and take courses in the area of special education.

A program for the pre-school for the visually handicapped was assumed by the Omaha Public Schools, had a successful year, and many children were served. Some of these children were transferred into regular kindergarten programs, orthopedically handicapped programs, and trainable handicapped programs.

8. **Summary and conclusions for this activity. (Please see instructions)**

In summary, it could be said that we have made substantial progress at all levels in our special education program. The director of special education will continue to supervise and coordinate the various programs for maximum development of the children's capacity to learn.

PART II PROGRAM EVALUATION

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. **Project Number** 67-067 **Activity** Library Services

2. **Length of time of activity in months** 11 months

   Beginning Date September 1, 1966 **Ending Date** July 31, 1967

3. **Estimated cost of this activity or service** 48,757

4. **Indicate the number of students participating in this activity by grade level:**

Preschool	219	3.	1350	7.	1019	11.	708
Kindergarten	1513	4.	1257	8.	967	12.	641
1.	1568	5.	1111	9.	1008	Ungraded	156
2.	1384	6.	1126	10.	779	Total	14587

5. **Number of staff involved in this activity: Full Time** 9 **Half Time** ____

6. **What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.**

   1. To extend the hours of the library and provide additional materials for reference and enrichment use.
   2. To encourage the use of the library by teachers and students by acquainting them with its many diversified uses.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.	x			x		
Kindergarten	x			x		
Grades 1-3	x			x		
Grades 4-6	x			x		
Grades 7-9		x			x	
Grades 10-12		x			x	

* Little or no progress above that normally expected for this group.

PART II PROGRAM EVALUATION

PROJECT EVALUATION (CON'T)

7. Give a brief resumé of this activity. (Please see instructions)

Eight library aides were employed to work in the Title I buildings. Good professional libraries were maintained with an extensive collection of books and magazines concerned with the problems and the education of the handicapped child. Personal copies of bibliographies of all new materials placed in the Title I schools were provided for each classroom teacher.

A notebook, containing a manual developed for the implementation of the project and an official copy of each published bibliography, (e.g., records, filmstrips, study prints, art prints, vertical file materials, professional books, professional magazines) was placed on the card catalog of each school library.

Cooperation with the Media Center enabled the program to provide more complete services. A cooperative project with the Extended Use of Staff and Facilities program provided materials and study areas for youngsters after school and in the evenings. A survey was made by the director for the Media Center and Library Services program. (See supplementary pages for Media Center.)

8. **Summary and conclusions for this activity. (Please see instructions)**

An efficient and operative library program was established in each Title I school. The libraries were used more because of the library aides and for the first time the teachers were provided with some semblance of order.

Teachers in the area were better informed and were aided in the library by the aide. The teachers were able to put their fingers on needed materials in a much shorter time.

The Media Center survey gives evidence of the success of this program.

The following is from a report made by Clara Thoren Rottmann, Library Consultant for Title I, "Improvement of Library Services, E.S.E.A. Title I, Project 91".

Accomplishments

The following list includes the publications from this office:

September - Bibliography of Filmstrips
October - Job Description for Consultant, Library Aides, and Clerk
November - Bibliography of Records
December - IMPROVEMENT OF LIBRARY SERVICES HANDBOOK
January - Bibliography of Study Prints
February - Bibliography of Professional Books
March - Supplementary Bibliography of Professional Books
    Supplementary Bibliography of Records
April - Supplementary Bibliography of Professional Books
May - Guides - State of Nebraska - Department of Education
    Public Affairs Pamphlets
    Bibliography of Vertical File Materials
June - Bibliography of Mounted Pictures
    Bibliography of Professional Magazines
July - A SURVEY OF THE ATTITUDES OF ELEMENTARY CLASSROOM TEACHERS
    TOWARD THE USE OF MEDIA
August - FINAL REPORT

At present eight library aides are working in fifteen schools in the Title I area. Each aide receives her assignment directly from the principal and works with the teacher-librarian in each building. The aide reads shelves, files catalog cards, accessions books, stamps books, mends books, keeps records, assists with circulation duties, assists in inventory, and assists in the preparation of book orders.

The Library Service project also maintains a professional library. The classroom teacher may secure professional books and magazines by coming in person to the library or by making a request by telephone. Since the professional libarry is housed at the Title I Media Center, it is a logical place to keep official records of all items checked out to schools from the center. (Summary report is attached)

The library consultant develops and maintains the specialized professional library at the Title I Media Center and assists teachers in obtaining information from Omaha Public Library and Gene Eppley Library, University of Omaha. The consultant works in conjunction with the Professional Library at the Castle and existing departments headed by the Library Supervisor; cooperates with Instructional Aids department; cooperates with all Federal programs; coordinates Project 91 with aspects of public school program; advises with administration concerning needs of the program and the progress being made in the development of a strong library program; aides in upgrading individual school libraries; offers direct assistance to teachers and works closely with principals, librarians, teacher-librarians, and curriculum supervisors to assure the best possible use of the materials and equipment for greatest benefit to the children; disseminates information from local radio and television stations concerning presentations which fit our curriculum; prepares tape recordings for schools; prepares bibliographies of materials placed in Title I schools; receives requests and suggestions and coordinates handling; keeps informed and in touch with recent development in school library policies and practices; corresponds with companies who have developed excellent free material; directs work of one clerk and eight library aides; and interprets Project 91 to school personnel, school patrons, and the general public.

This Title I activity provides for research and preparation of bibliographies all the new materials placed in the buildings by Title I. For example, the first bibliography included extensive listing of all filmstrips now found in Title I schools; subsequent bibliographies included detailed information concerning records, study prints, professional books and magazines. Supplementary bibliographies are added when new materials arrive. A copy of each bibliography (3-hole punched for notebook use) is sent to each classroom teacher in each Title I school. A green LIBRARY SERVICES notebook containing a manual developed for the implementation of the project and a copy of all bibliographies is placed on the card catalog in each library. This puts all available information at the teachers' finger tips.

PART II PROGRAM EVALUATION

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. **Project Number** 67-067 **Activity** Speech Therapy

2. **Length of time of activity in months** 1½ months (Personnel not available during regular school year)

   Beginning Date June 12, 1967 **Ending Date** July 21, 1967

3. **Estimated cost of this activity or service** 3,541

4. **Indicate the number of students participating in this activity by grade level:**

Preschool		**3.**	28	**7.**	6	**11.**	0
Kindergarten	42	**4.**	23	**8.**	1	**12.**	0
						IP	2
1.	53	**5.**	12	**9.**	0		
2.	47	**6.**	3	**10.**	0	**Total**	216

5. **Number of staff involved in this activity: Full Time** 4 **Half Time** 0

6. **What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.**

   1. To identify children from the designated areas of the proposal who have speech and language problems.
   2. To work with these children in the areas of speech improvement, speech therapy, and language therapy.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.	1	0	0	1	0	0
Kindergarten	17	9	16	42	0	0
Grades 1-3	32	57	39	128	0	0
Grades 4-6	12	16	10	38	0	0
Grades 7-9	3	3	1	7	0	0
Grades 10-12	0	0	0	0	0	0

* Little or no progress above that normally expected for this group.

PART II PROGRAM EVALUATION

PROJECT EVALUATION (CON'T)

7. **Give a brief resumé of this activity. (Please see instructions)**

Therapists worked with identified children individually or in groups depending on the problems involved. Most were met in group sessions. Work was done in the areas of (1) stuttering, (2) Speech and Language Development, and (3) articulation problems.

Speech and hearing evaluations were made before and after the actual therapy program. Eighty-three percent of the children showed at least "some progress".

8. **Summary and conclusions for this activity. (Please see instructions)**

Evaluations of individual therapists involved in the program indicate that 150 children of the 216 participating in the program improved in their speech and language skills.

PART II PROGRAM EVALUATION

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. Project Number 67-067 Activity Evaluation
2. Length of time of activity in months 12 months - Full time Personnel not available for this program.

Beginning Date September 1, 1966 Ending Date August 31, 1967

3. Estimated cost of this activity or service 13,739
4. Indicate the number of students participating in this activity by grade level:

Preschool ____ 3. ____ 7. ____ 11. ____

Kindergarten ____ 4. ____ 8. ____ 12. ____

1. ____ 5. NONE ____ 9. ____

2. ____ 6. ____ 10. ____ Total ____

5. Number of staff involved in this activity: Full Time ____ Half Time 2
6. What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.

1. Assessment of the effectiveness of a comprehensive compensatory education program is the principal objective of this evaluation.

2. ____

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*	Substantial Progress Achieved	Some Progress	Little or no Progress Achieved*
Pre-Kind.						
Kindergarten						
Grades 1-3						
Grades 4-6						
Grades 7-9						
Grades 10-12						

* Little or no progress above that normally expected for this group.

PART II PROGRAM EVALUATION

PROJECT EVALUATION (CON'T)

7. Give a brief resumé of this activity. (Please see instructions)

Qualified personnel, as outlined in the Title I proposal, was not available for the evaluation activity (Activity #94) during the regular school year. The different activity directors developed some form of evaluation for their activity and have contributed certain information for the total evaluation. Additional information was also collected through the activity directors and other sources so that a more comprehensive statistical evaluat on could be made.

A great deal of information was also gathered and will be evaluated at a later date through the services of an organization other than the public schools. The present expenditure for this activity was obligated to the Mid-Continental Regional Educational Laboratory for cooperation in the pre-testing of the children at Kellom Elementary School. Those data are properly on file.

8. Summary and conclusions for this activity. (Please see instructions)

PART II PROGRAM EVALUATION 1.

PROJECT EVALUATION

Complete a page two and three for each activity listed in Part II, Item 11 of the project application. If necessary, use additional pages.

1. **Project Number** 67-067 **Activity** Dissemination of Information

2. **Length of time of activity in months** 12 months

   Beginning Date September 1, 1966 **Ending Date** August 31, 1967

3. **Estimated cost of this activity or service** 12,326

4. **Indicate the number of students participating in this activity by grade level:**

Preschool	219	**3.**	1350	**7.**	1019	**11.**	708
Kindergarten	1513	**4.**	1257	**8.**	967	**12.**	641
1.	1568	**5.**	1111	**9.**	1008	Ungraded	156
2.	1384	**6.**	1126	**10.**	779	**Total**	14587

5. **Number of staff involved in this activity: Full Time** 2 **Half Time** ______

6. **What were the primary objectives of this activity? The primary objectives will be stated or related to those stated in Part II, Item 9 of the project application.**

   1. To disseminate information to all professional organizations in education.
   2. To present information to the public through the news media and report to the community directly through PTA and other meetings of similar nature.

Check in the appropriate spaces below the ones that indicate the degree of progress made toward achieving the primary and secondary objectives.

	1st Objective			2nd Objective		
School Level	**Substantial Progress Achieved**	**Some Progress**	**Little or no Progress Achieved***	**Substantial Progress Achieved**	**Some Progress**	**Little or no Progress Achieved***
Pre-Kind.		x			x	
Kindergarten		x			x	
Grades 1-3		x			x	
Grades 4-6		x			x	
Grades 7-9		x			x	
Grades 10-12		x			x	

* **Little or no progress above that normally expected for this group.**

PROJECT EVALUATION (CON'T)

7. **Give a brief resumé of this activity.** (Please see instructions)

This activity was designed to disseminate important information to the public about the many facets of the Title I program administered by the Omaha Public Schools. Another endeavor might be described as in-service in that it was attempting to better inform all the professional staff of the schools about the diverse programs offered within the Title I area and their effects on the students and their families who were involved in the program. Radio, television and newspaper coverage of events and happenings within the Title I area was actively sought, and in many cases, interest by the news media was whetted by the use of material furnished them. In addition, many special radio and television programs devoted to Title I were presented to the public by the school district to better acquaint them with the importance of these programs.

8. **Summary and conclusions for this activity. (Please see instructions)**

See Supplementary Sheet (next page)

Supplementary Sheet, Page 2

PART II PROGRAM EVALUATION

8. Summary and conclusions for this activity. (Please see instructions)

It is felt that constant rapport with all the news media should be maintained. In fact, a personal relationship with key people in all news-gathering organizations is an essential ingredient for informing the general public of Title I activities and programs for the disadvantaged.

The importance of this program must be carefully delineated to the media so they will come to realize the news potential of Title I and give it equal time, so to speak, with stories of a more sensational nature such as riots, demonstrations and the like.

In addition, those working in the Title I area should be taught to recognize the important news potential of their activities so that these actions can be promptly brought to the public's notice.

In conclusion, public apathy is a direct product of ignorance of any situation, Such ignorance can be overcome only with the tools of information, skillfully handled, not to manipulate the news, but to simply give the people of the community the complete story of an important educational program.

PART II PROGRAM EVALUATION

Title I Project No. 67- 067

PROJECT EVALUATION

Evaluate each Project as a whole. This page is to be completed by all schools. Schools whose project had just one activity may use this space to present their summary and conclusions for this activity. Schools whose project had more than one activity may use this space to present their summary and conclusions for the project as a whole.

The Multiple Activities Program, serving both public and non-public schools in the Title I area, consisted of eighteen different activities. All programs were in operation for the school year 1966-67. The majority of these activities were a revision and/or continuation of those implemented during the 1965-66 school year.

The Media Center (Activity #25) is one of these continuing services, supplying educational and instructional materials and equipment to Title I schools above and beyond those presently supplied to all schools by the Board of Education. During its first full year of operation, the Media Center focused on innovations in teaching and the use of new materials. Title I area teachers were introduced to the Center through small group orientation sessions, in-service training programs, and individual visitations. Frequent trips were made to the schools by media center personnel to acquaint the classroom teachers with methods and materials used successfully in similar teaching situations in other schools. Teacher materials were produced in quantity for use by classroom teachers as requested.

The support given by this activity has done a great deal to enhance the success of these teachers and to encourage them to remain in the Title I area. It has also served as a recruiting incentive for teachers new to the profession as well as those presently teaching outside of the Title I area.

The present application for the 1967-68 school year calls for the Media Center to continue its past efforts and to expand its scope of activities to further enhance the learning experiences of the children and youth in Title I area schools and to support those teachers in their expanding role.

It was again most encouraging to find that the students in the disadvantaged area were willing to take from their free time after a day at school to participate in the after school programs and the Saturday morning programs. A total of 1880 different elementary and junior high students enrolled in 2885 class offerings.

In each instance an effort was made to gear the class to the interests, needs, and abilities of each student. These young people participated in programs designed to improve their performance in basic education subjects, to provide them with cultural enrichment experiences, to expand their interest and increase proficiency in subjects of their choosing, as well as providing remedial experiences for students with these particular needs. While the majority of the participating students did so on a voluntary basis, some were referred to specific programs by parents, classroom teachers, or building principals.

The Community Aides (Activity #30) and the Visiting Teacher Service (Activity #32) assisted with referrals and the handling of specific problems of personal, social, and educational nature. Additional materials and equipment for this program were supplied by the Media Center (Activity #25). Teachers of the Extended Use of Staff and Facilities Program (Activity #26) referred students with particular problems to the appropriate special service, as Speech Therapy (Activity #93), Visually Handicapped (Activity #34), Acoustically Handicapped (Activity #33), and Psychological Services (Activity #29).

The summer school program, so successful during the 1965-66 school year, was continued with 4810 different individuals participating in 8336 course offerings.

The leaders of the students taking part in the summer program did so on a volunteer basis. Some of the students were counseled into the program due to a deficiency in meeting high school graduation requirements or to take specific courses that they might not otherwise receive during their four year program while others were recommended as perfectly outlined to take part in special projects as pre-kindergarten, pre-first grade, pre-second grade, etc. Programs offered at the elementary, junior, and senior high school levels fell into three catagories; (1) those enabling a student to make up for the deficiences in his basic program, (2) those of an encouraging educational nature providing students an opportunity to expand their present educational experiences outside of those received through the regular school program, (3) those programs designed to meet specific needs of students whose present status is of a conditional basis.

The Volunteer Service Program (Activity #27) recruited personnel from adult groups, colleges, and local high schools. These persons gave of their services, time, and skills to work with disadvantaged youngsters on a one-to-one basis or in a small group situation to assist the children and youth in the understanding of ideas found in their textbooks and the comprehension and use of skills necessary for success in school. This experience with volunteers from other areas of the city afforded the disadvantaged child an opportunity to compensate for a portion of his environmental deficiency. Two hundred twenty-nine volunteers contributed to the success of this activity. Women in the community worked as teacher aides two days each week, furnishing a good deal of help to both teachers and students. This volunteer service was so successful that the Administration of the Omaha Public Schools has made it a part of the regular school program by employing teacher aides throughout the school system.

The Remedial Reading Program (Activity #28), part of the Extended Use of Staff and Facilities Activity, placed emphasis on reading improvement and motivational reading. Specially trained teachers in remedial reading were assigned to this activity to effect the specialized portion of the program, with regular classroom teachers working primarily on reading improvements. To insure the success of this program, emphasis was placed on library services. Additional and varied reading materials were added to the existing library facilities to offer a favorable growth of reading experiences to the young people. Librarians, library aides, and library clerks were employed to further assist young people in proper selection of books, the better use of the library, and understanding the opportunity afforded by the library.

The Omaha Public School system has assigned, as part of the regular school program, eleven (11) remedial reading teachers to the Title I areas for the school year 1967-68. Test scores and teacher evaluations tend to indicate that many of the young people who participate in remedial and motivational reading programs have shown marked improvement in their school work during the present school year.

Those children who were found to have special reading problems beyond the training level of either classroom teachers or the reading specialists were referred to the Omaha Public School Reading Clinic. Many of these children and youth are continuing their program with this clinic during the present school year.

The Psychological Services (Activity #29) were expanded and more individual and group testing was accomplished through the addition of personnel. These personnel identified children and other youth with specific problems of a personal, social, or educational nature and made the appropriate recommendations. They conferred with students, parents, teachers, and other appropriate school personnel and community agencies.

This activity has enabled our teachers and other interested school personnel to see a more precise picture of the children and youth in the Title I areas and has enhanced their understanding of the students present achievement and potential ability. It also has served, to a point, school personnel with background information bringing about a better understanding of the student and his particular personal, social problems. The success of this program has brought about a recommendation for further expansion through regular channels as well as through the Title I program for 1967-68.

The liasion program provided through the Community Aide Activity (Activity #30) made valuable contributions to the home, school, community, relationship. Personnel selected for these positions were lay citizens living in the attendance area where they were assigned and those who have those characteristics that would assist them in successful relationships with school personnel, parents, and other lay citizens in the community. These aides were placed under the direction of the school principal and worked in close cooperation with the established visiting teacher services of the Omaha Public Schools. While the major role of these community aides was to assist the parents and community with an understanding of the school program and problems, these personnel also made referrals to the visiting teacher service and other community agencies as needed. The community aide assisted parents with problems of a non-school nature so that the parent would be both able to support himself and his child.

Under the leadership of the community aides, a system was organized for the distribution of materials and information in their area. This project received the support and leadership of the United Community Services.

Further measure of the success of this program can be found in the better understanding of the school program and interested lay citizens, in the enthusiasm of the young people toward school and the community aide, and in the percentage growth of average daily attendance in the Title I schools. The Enrichment Program (Activity #31) enabled the disadvantaged children and youth to extend the scope of their learning experiences beyond the confines of their local community. It afforded them the opportunity to have those similar experiences that they had only previously experienced through the textbook. Field trips were selected to assist the young people in the better understanding of their community--how it works, plays, and lives. In some instances the teacher selected the experience; more often, however, it was a joint teacher-pupil or teacher-pupil-parent decision. Frequently parents were invited to participate in these experiences and in the discussion that followed.

This program, tentatively used by the Title I school was a complement to the regular school programs of field trips experience. Many new cultural and industrial centers of the city and adjacent area in the state were introduced to these children and youth. This program supported the Extended Use of Staff and and Facilities Activity and the Unlimited Potential Program, and enabled the student to better understand and interpret the need for successful educational experience. These experiences enriched the student's ability to discuss on a first hand basis, the experiences he had had, and extended his ability to communicate with fellow students throughout the city. Of even more importance, it gave him new interests to discuss at home with his brothers and sisters. This was particularly true in situations where the parents had also participated.

This program has not only provided rich new experiences for the children of the Title I areas, but has brought to the attention of the central administrative staff new and exciting places that will eventually enhance the experiences of all children in the school district.

Due to the lack of available personnel, the Visiting Teacher Activity (Activity #32) was carried on during the summer school session only. These personnel were assigned directly to the schools with the following goals: to assist those students enrolled in the summer school program to remain in school during that session, to encourage those young people who had dropped out of school during the previous year to return to school, to assist teachers and administration in a better understanding of the children they were serving, and to work with parents, community aides, and other existing agencies as needed.

The areas of Special Education worked with 3,495 children and youth. This included the Visually Handicapped (Activity #34), Acoustically Handicapped (Activity #33), Curriculum Consultant for Educable Mentally Retarded (Activity #35), Speech Therapists (Activity #93), and the Crippled Children Program under the direction of Special Education (Activity #90). Each activity worked with referrals from parents, teachers, principals, doctors, visiting teachers, community aides, non-public school personnel, and other established community agencies. All of the children and youth referred to Special Education were evaluated through Psychological Services (Activity #29). Recommendations were forwarded for placement, with a follow-up being made for each case.

The majority of these students receiving this specialized assistance have made better home, school, and community adjustments as a result of this attention. One of the strengths of this program was the cooperative, understanding relationship that developed between teacher and parent.

These activities are not included in the current Title I program. However, the programs have been continued as a part of the regular school program and will continue to serve all children and youth in the Omaha Public School district.

The current Child and Youth Study In-Service Training Program (Activity #36) is a continuance of the previously established program. Previous successes have drawn attention to and placed further emphasis on the program through improving teacher understanding and participation. The first year laboratory course, as outlined in the original proposal for the Child and Youth Study Program, involving the building and interpreting of a case study on one student in their school who was not under their direct instruction, with the second year laboratory course building and interpreting a case study on one student who was under their instruction. A summer leadership workshop was offered for both programs. The purpose of these seminar experiences was to further develop leadership to serve as group leaders or co-leaders during the current school year. The third year laboratory course will place emphasis on the Individualization of Instruction to Accelerate Learning and to evaluate, in a model experimental program, the potential of the ungraded classroom. Control groups have been identified and the appropriate evaluative instruction established so that the findings may be used in the evaluation of the future educational planning for the Omaha Public School system.

It is becoming more apparent that the Child and Youth Study Program is influencing the teaching materials, methods, and techniques, not only in the Title I area, but throughout the school system. The conclusion of this third year program will have a sizable influence on the format for future teacher in-service programs for the total school district, as well as providing those data beneficial to other school districts in their search for answers to their problems.

Dr. Daniel A. Prescott, a nationally accepted authority on educational psychology has been very active in our community, both within and outside the Title I area. He has met with numerous parent groups, been the featured speaker at the noon luncheons for civic organizations, for teacher conferences and was one of the featured speakers for the Omaha Public Schools Fall Conference. Through Dr. Prescott, participation with such groups as Mid-Contintent Regional Educational Laboratory, Central Atlantic Regional Educational Laboratory, as well as the University of Maryland, Philadelphia Public School System, and the Montgomery County School System in Maryland, brings many new ideas and materials to our community.

The Teacher Consultants (Activity #37) were teachers assigned to assist the teachers in Title I schools with their regular classroom program, music program, and art program. Their specific role was to work directly with teachers and students to provide better and more meaningful learning experiences. These goals were accomplished through the counseling of new teachers with respect to problems they were encountering in their day-to-day classroom experiences; introducing and demonstrating of new materials to the classroom teachers; being involved in classroom visitation where the teacher was experiencing some difficulty.

These personnel frequently served as a sounding board for new curricular ideas and were called on to provide information for principals and interested community groups. In conjunction with the work of existing curriculum committee, the teacher consultants were instrumental in initiating and evaluating curriculum change and teaching methods for Title I schools.

Eight library aides and a coordinator were employed to service the disadvantaged area (Activity #91). These personnel enhanced the existing library program through additional maintenance service, evaluation and cataloging of all items in the library, the preparation of bibliographies for distribution to each classroom teacher in the Title I schools.

They complemented the classroom teacher by assisting her in the identification of reference materials; by assisting students to find appropriate reading materials for projects, reports, and leisure reading. The success of the program is found in the increased use of the library facilities and the quality of work being done in the classroom.

The Library Program cooperated with the Media Center on a survey and with the Extended Use of Staff and Facilities with after school programs, Saturday morning program, and summer school programs. The success of this program can be measured by the fact that the present proposal has been expanded to include the employment of ten qualified librarians and the appropriate back-up personnel to further enhance the learning experiences within the Title I schools. The Board of Education is presently studying this program in hopes that they might expand it throughout the total district as part of their responsibility.

The Speech Therapy Program (Activity #93) was not available during the regular school year due to the inability to employ qualified personnel. The program did run during the summer school period, with therapists working with children on an individual and a small group basis. These services were made available to public and non-public school children on a referral basis. There is a close working relationship between the speech therapist, counselors, visiting teachers, community aides, reading specialists, school nurses, as well as with existing community agencies. The program included complete diagnostic evaluations, individual and small group therapy, and the necessary recommendations for follow-up in the regular school program and/or through existing agencies.

This program has been adopted as a regular part of the Omaha Public Schools and does not appear in the present proposal.

Qualified personnel, as outlined in the Title I proposal, were not available for the Evaluation (Activity #94) during the regular school year. However, a great deal of information was amassed so that a complete and thorough evaluation can be made at a later date or through the services of an organization other than the public schools. The Mid-Continent Regional Educational Laboratory at Kansas City, Missouri and the Central Atlantic Regional Educational Laboratory at Washington, D.C. has shown a great deal of interest in the work being done through the Child and Youth Study Program to assist teachers in their efforts to be more successful in the classroom. The Mid-Contintent Regional Educational Laboratory cooperated in the pre-testing of the children at Kellom Elementary School as a preliminary step to this years model program at that school. Other evaluated procedures through Psychological Services, the University of Nebraska, etc., were carried on as outlined in the original proposal. Those data are properly on file.

The information was given to parents, teachers, administrators, supervisory personnel, and to the public through the various news media (Activity #95), special events, radio, and television programs were devoted to various activities in the Title I area. Additional information was made available to the public through the community aides, the block chairman, and appropriate community agencies. One measure of the success of this work is to be found in the increased interest shown in the summer school programs through enlighted citizenry.

The goals broadly outlined in the 1966-67 Title I proposal for the Omaha Public Schools were generally met as originally conceived. The Title I program has had an impact not only on the children and youth in the Title I area, but on the entire school district as well. Generally, all programs under the heading of Special Education outlined in the Title I proposal for 1966-67 have been adopted by the Board of Education of the Omaha Public Schools as a part of the regular school program. Interest has been shown by the Board in the program made through the use of teacher aides, community aides, librarians in the elementary level, library aides, and the clerks. While these personnel have not been made available to all schools in the district, the successes in the Title I area would have a strong influence on this type of thinking. Through the further involvement of the lay-citizenry in the Title I area, it is anticipated that this already meaningful program will bring greater benefits to more of the students that it serves.

OVERALL EVALUATION OF THE TOTAL TITLE I PROGRAM

Name of LEA ______________________________

Schools who had more than one project complete this page. Summarize the effectiveness of Title I in enhancing educational opportunities, experiences, achievement, and general attitudes toward education of the educationally deprived child in your school district. Use additional pages as necessary.

NON-APPLICABLE

PART II PROGRAM EVALUATION 5.

OUTCOMES NOT ANTICIPATED

Report any positive or negative outcomes of your Title I Program which were not anticipated. Reference is to be made to those outcomes which relate to stated objectives as well as those unrelated to the stated objectives. Also include any human interest materials or incidents involving Title I Projects.

OE 4375 (REV. 7-67)

BUDGET BUREAU NO. 51-R581

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ANNUAL STATISTICAL REPORT OF TITLE I PROGRAM ACTIVITIES
For Fiscal Year ending June 30, 1967
ESEA, P.L. 89-10, as amended

	FOR OOE USE ONLY
1	FILE CONTROL NUMBER
	FOR SEA USE ONLY
2	STATE CODE
3	COUNTY CODE
4	AGENCY CODE *(State or Local)*

INSTRUCTIONS:
1. Prepare a separate "Statistical Report" (Original and one copy) to cover each of the special Title I programs conducted by your agency for fiscal year ending June 30, 1967.
2. Submit completed report to the Office of Education on or before Oct. 1, 1967.

TO BE COMPLETED BY STATE AND LOCAL EDUCATIONAL AGENCIES PARTICIPATING IN TITLE I PROGRAM ACTIVITIES

5 IDENTIFICATION OF REPORTING AGENCY

A LEGAL NAME OF AGENCY *(State or Local)*: Omaha Public Schools

F NAME AND TITLE OF AUTHORIZED AGENCY REPRESENTATIVE: Dr. Owen A. Knutzen

B ADDRESS *(Street, City or Town)*:
3902 Davenport Street
Omaha, Nebraska

C. ZIP CODE: 68131

G SIGNATURE OF AUTHORIZED REPRESENTATIVE:

D COUNTY: Douglas

E. STATE: Nebraska

H TELEPHONE *(Area Code and Number)*: Area 402 556-6600

I. DATE OF SIGNATURE:

J NAME AND ADDRESS OF CONTACT PERSON *(If different from 5 F above)*:
Don Warner
3902 Davenport St., Omaha, Nebraska 68131

K. TELEPHONE: Area 402 556-6600

6 TYPE OF PROGRAM CONDUCTED (Check only one box to identify the type of program being reported on)

A ☒ LEA PROGRAM FOR CHILDREN IN LOW-INCOME AREAS OR FOR CHILDREN IN INSTITUTIONS NOT INCLUDED IN B OR C BELOW

B ☐ LEA PROGRAM CONDUCTED SOLELY FOR NEGLECTED CHILDREN IN INSTITUTIONS — 1. ADMIN. CONTROL ("X" one) 1 ☐ PUBLIC 2 ☐ PRIVATE

C ☐ LEA PROGRAM CONDUCTED SOLELY FOR DELINQUENT CHILDREN IN INSTITUTIONS — 1. ADMIN. CONTROL ("X" one) 1 ☐ PUBLIC 2 ☐ PRIVATE

D ☐ STATE AGENCY PROGRAM FOR CHILDREN IN SCHOOLS FOR HANDICAPPED CHILDREN

E ☐ STATE AGENCY PROGRAM FOR NEGLECTED CHILDREN IN INSTITUTIONS

F ☐ STATE AGENCY PROGRAM FOR DELINQUENT CHILDREN IN INSTITUTIONS

G ☐ STATE EDUCATIONAL AGENCY PROGRAM FOR MIGRATORY CHILDREN

7 AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS FOR SCHOOL YEAR 1965-66 (FY 1966) $ ______

8 TOTAL RESIDENT ENROLLMENT FOR WHOM AGENCY IS RESPONSIBLE

A Total Number Enrolled in Public Schools	B Total Number Enrolled in Private Schools	C Total Number of Out of School Youth	D Total Number of Children *(Sum of A, B, & C)*	E Children in Item 8D who come from Low-Income Families	F Children in Item 8D who come from Institutions
12,997	2,291	2,100	17,388	14,879	1,157

9 DID YOUR AGENCY PARTICIPATE IN TITLE I COOPERATIVE PROJECTS IN FY 1967? 1 ☐ YES 2 ☐ NO *(If "Yes", complete items 9A, B, and C below.)*

A HOW MANY COOPERATIVE PROJECTS DID YOUR AGENCY PARTICIPATE IN DURING FISCAL YEAR 1967? ______

B HOW MANY CHILDREN FROM ANOTHER AGENCY PARTICIPATED IN A TITLE I COOPERATIVE PROJECT OPERATED BY YOUR AGENCY? ______

C HOW MANY CHILDREN FROM YOUR AGENCY PARTICIPATED IN A TITLE I COOPERATIVE PROJECT OPERATED BY ANOTHER AGENCY? ______

10 SCHOOLS OPERATED OR SUPPORTED BY AGENCY

A TOTAL NUMBER OF SCHOOLS: 97

B TOTAL ENROLLMENT, INCLUDING NON-RESIDENT PUPILS: 60,267

11 TOTAL NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAM

A NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAM BY GRADE LEVEL

		AT ANY TIME, INCLUDING SUMMER *(Unduplicated Count)*						SUMMER PROGRAM					
	GRADE LEVEL	PUBLIC SCHOOL	PRIVATE SCHOOL	INSTITUTION NEG.	INSTITUTION DEL.	OUT OF SCHOOL YOUTH	TOTAL	PUBLIC SCHOOL	PRIVATE SCHOOL	INSTITUTION NEG.	INSTITUTION DEL.	OUT OF SCHOOL YOUTH	TOTAL
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	13)
1	PRE-K	235					235	219					219
2	K	1454					1454	267					267
3	1	1451	145	6			1602	582	4				586
4	2	1318	133	9			1460	628	6	1			635
5	3	1213	136	16			1365	470	4	3			477
6	4	1100	150	23			1273	725	9				734
7	5	1030	123	29	5		1187	755	11	2			768
8	6	860	131	48	13		1052	700	10	4			714
9	7	941	120	71	37		1169	95	12				107
10	8	927	116	81	41	3	1168	184	14			3	201
11	9	876	29	107	101	13	1126	154	8		13	13	188
12	10	574	32	94	117	23	840	201	9		27	23	260
13	11	433	37	109	108	17	704	189	3		23	17	232
14	12	420	32	79	63	6	600	266	1		22	6	295
15	UN-GRADED	150					150	29					29
16	TOTAL	12982	1184	672	485	62	15385	5464	91	10	85	62	5712

B NUMBER OF CHILDREN INCLUDED IN 11A WHO PARTICIPATED (AT ANY TIME) IN PROJECT ACTIVITIES DESIGNED SPECIFICALLY FOR HANDICAPPED CHILDREN BY GRADE SPAN AND TYPE OF HANDICAP *(Unduplicated count, each child to be reported only once by major handicap)*

	GRADE SPAN	MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDI-CAPPED	SERIOUSLY EMOTION. DISTURBED	CRIPPLED	OTHER HEALTH IMPAIRED	TOTAL
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	PREKINDERGARTEN		3			13				16
2	K - ELEMENTARY	226	210		2113	27		85		2661
3	SECONDARY	678	15		26	6		10		735
4	UNGRADED	60	12		2			9		83
5	TOTAL:	964	240		2141	46		104		3495

C. NUMBER OF CHILDREN INCLUDED IN 11A ENROLLED IN PUBLIC OR PRIVATE SCHOOLS WHO PARTICIPATED IN PROJECTS SPECIFICALLY FOR HANDICAPPED CHILDREN BY TERM

	(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	10)
1	PUBLIC	AT ANY TIME	964	240		2141	46		104		3495
2	PRIVATE										
3	PUBLIC	SUMMER PROGRAM	28			216					244
4	PRIVATE										

D NUMBER OF CHILDREN WHO PARTICIPATED (AT ANY TIME) IN TITLE I PROGRAM BY RACIAL AND ETHNIC CHARACTERISTICS *(Unduplicated count)*

1. WHITE	2. NEGRO	3. AMERICAN INDIAN	4. PUERTO RICAN	5. MEXICAN AMERICAN	6. OTHER *(Specify)*:	7. TOTAL *(Same as item 11A, line 16, Col. 7)*
5558	9562	224	31	58	Oriental 36	15385

12 PROGRAM STAFF MEMBERS EMPLOYED AND TOTAL SALARY PAID FOR SERVICES PERFORMED (See OE Handbook IV for assignments)

	ACTIVITY ASSIGNMENT	NUMBER OF PROGRAM STAFF MEMBERS EMPLOYED				TOTAL SALARY PAID *(Rounded to nearest dollar)*
		AT ANY TIME		SUMMER PROGRAM		
		FULL TIME	PART TIME	FULL TIME	PART TIME	
	(1)	(2)	(3)	(4)	(5)	(6)
A	TOTAL NUMBER OF STAFF MEMBERS	91	375	31	84	$ 503,139
B	STAFF MEMBERS BY ASSIGNMENT					
1	TEACHING - PRE-KINDERGARTEN		12		12	5,568
2	TEACHING - KINDERGARTEN		18		18	8,352
3	TEACHING - ELEMENTARY	9	251	6	1	194,963
4	TEACHING - SECONDARY	2	56			28,578
5	TEACHING - UNGRADED		1		1	928
6	TEACHER AIDE					
7	LIBRARIAN					
8	LIBRARY AIDE	8			5	15,717
9	SUPERVISION		5		5	5,320
10	DIRECTION AND MANAGEMENT	9				74,447
11	COUNSELING		2			2,056
12	PSYCHOLOGIST	6		6		27,019
13	TESTING		19		19	5,435
14	SOCIAL WORK					
15	ATTENDANCE	22			15	60,030
16	NURSE	2				11,800
17	PHYSICIAN					
18	DENTIST					
19	CLERICAL	17	11	3	8	50,026
20	OTHER PROFESSIONAL					
21	OTHER NON-PROFESSIONAL	16		16		$ 12,900

	TEACHERS WHO WERE EMPLOYED FOR ACTIVITIES SPECIFICALLY DESIGNED FOR HANDICAPPED CHILDREN	NUMBER OF TEACHERS EMPLOYED				TOTAL SALARY *(Rounded to nearest dollar)*
C		AT ANY TIME		SUMMER PROGRAM		
		FULL TIME	PART TIME	FULL TIME	PART TIME	
	(1)	(2)	(3)	(4)	(5)	(6)
1	MENTALLY RETARDED	2	1	1	1	$ 7,782
2	HARD OF HEARING	1				6,174
3	DEAF					
4	SPEECH IMPAIRED	5		5		2,429
5	VISUALLY HANDICAPPED	2				10,365
6	SERIOUSLY EMOTIONALLY DISTURBED					
7	CRIPPLED	1				12,715
8	OTHER HEALTH IMPAIRED					
9	TOTAL:	11	1	6	1	$ 39,465

D VOLUNTEERS INVOLVED IN TITLE I PROGRAM ACTIVITIES

1. Number who served at at any time 260

2. Number who served during summer 34

13 LOCATION AND SCHEDULE OF PROGRAM ACTIVITIES FOR PUBLIC AND PRIVATE SCHOOL CHILDREN (Note. A Child may have participated under more than one arrangement and accordingly would be counted more than once.)

	LOCATION OF ACTIVITIES	NUMBER OF CHILDREN SERVED AT ANY TIME						NUMBER OF CHILDREN SERVED DURING SUMMER	
		PUBLIC SCHOOL CHILDREN			PRIVATE SCHOOL CHILDREN				
		DURING SCHOOL HOURS	BEFORE OR AFTER SCHOOL HOURS	WEEK-ENDS	DURING SCHOOL HOURS	BEFORE OR AFTER SCHOOL HOURS	WEEK-ENDS	PUBLIC SCHOOL CHILDREN	PRIVATE SCHOOL CHILDREN
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	PUBLIC SCHOOL GROUNDS ONLY	15097	2285	2331	2291	128	217	9279	57
2	PRIVATE SCHOOL GROUNDS ONLY								
3	BOTH PUBLIC & PRIVATE GROUNDS								
4	ON INSTITUTIONAL GROUNDS								
5	OTHER								

14 PROGRAM INSTRUCTIONAL AND SERVICE ACTIVITIES (At Any Time) Note. A child may be counted more than once.

ACTIVITIES	TOTAL NUMBER OF CHILDREN WHO PARTICIPATED IN INSTRUCTIONAL AND SERVICE ACTIVITIES: ALL PARTICIPANTS BY GRADE SPAN (Public, Private, Out of School, and Institutionalized): PRE-K	KINDER-GARTEN	GRS. 1-6	GRS. 7-12	ENROLLED IN PRIVATE SCHOOLS	FROM INST'NS FOR NEL. & DEL.	ESTIMATED COST OF ACTIVITY (Rounded to nearest dollar)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A INSTRUCTIONAL ACTIVITIES							
1 ART			1027	89	37		43,216
2 BUSINESS EDUCATION				59			2,479
3 CULTURAL ENRICHMENT			286	23			12,112
4 ENGLISH - READING			2621	81	139		113,818
5 ENGLISH - SPEECH				9			390
6 ENGLISH - 2ND LANGUAGE			266	5	24		11,641
7 FOREIGN LANGUAGE			110	9			4,986
8 HOME ECONOMICS				140	17		7,184
9 INDUSTRIAL ARTS				95			5,561
10 MATHEMATICS			1740	103	57		78,395
11 MUSIC			1459	208	156		72,194
12 PHYS. ED./RECREATION			635	193	78		37,248
13 NATURAL SCIENCE			46	41			2,886
14 SOCIAL SCIENCE							
15 VOCATIONAL EDUCATION							
16 SPECIAL ACTIVITIES FOR HANDICAPPED	16	110	2339	786			51,096
17 PRE-K & K (EXCEPT FOR HANDICAPPED)	219	225					10,038
18 OTHER				227			8,986
19 TOTAL ESTIMATED EXPENDITURES FOR INSTRUCTIONAL ACTIVITIES (Sum of 1 - 18) →							462,230
B SERVICE ACTIVITIES							
1 ATTENDANCE	235	1513	7798	5278			66,508
2 CLOTHING							
3 FOOD			437	97			2,435
4 GUIDANCE/COUNSELING		4	63	348			3,262
5 HEALTH - DENTAL							
6 HEALTH - MEDICAL			5183	11470			12,169
7 LIBRARY	235	1513	7796	5278			45,310
8 PSYCHOLOGICAL	1377	1303	1822	348			75,480
9 SOCIAL WORK							
10 SPEECH THERAPY		42	599	9	11		2,429
11 TRANSPORTATION	4073	1031	33666	13271	3070	182	53,881
12 SPECIAL ACTIVITIES FOR HANDICAPPED							
13 OTHER	235	1513	7796	5278			16,425
14 TOTAL ESTIMATED EXPENDITURES FOR SERVICE ACTIVITIES (Sum of 1 - 13) →							

C NUMBER OF TITLE I STAFF MEMBERS WHO RECEIVED INSERVICE EDUCATION	1. NUMBER 265	2. ESTIMATED COST →	53,391
D NUMBER OF PARENTS WHO RECEIVED COUNSELING AND OTHER SERVICES	1. NUMBER 12,000	2. ESTIMATED COST →	included above
E TOTAL ESTIMATED EXPENDITURES (Sum of A19, B14, C, and D) →			793,520

15 AMOUNT OF TITLE I FUNDS ALLOCATED, APPROVED, AND EXPENDED, FY ENDING JUNE 30, 1967 (At Any Time)

A TOTAL ALLOCATION	B TITLE I FUNDS APPROVED (Rounded to nearest dollar): 1. FOR REPORTING AGENCY	2. FROM OTHER COOP. AGENCIES	3. TO OTHER COOP. AGENCIES	4. TOTAL NET AMOUNT APPROVED FOR THIS PROGRAM
$ 808,010	$808,010	$	$	$ 808,010

C ESTIMATED EXPENDITURES FOR: →	1. EQUIPMENT	2. CONSTRUCTION	3. OTHER	4. TOTAL
	$ 39,601	$	$ 753,919	$793,520

16 OUTSTANDING FEATURES AND ACCOMPLISHMENTS OF THE FY 1967 TITLE I PROGRAM (Optional Item - Use reverse side)

17 PROGRAM INSTRUCTIONAL AND SERVICE ACTIVITIES (Summer Program) Note. A child may be counted more than once.

	ACTIVITIES	TOTAL NUMBER OF CHILDREN WHO PARTICIPATED IN INSTRUCTIONAL AND SERVICE ACTIVITIES						ESTIMATED COST OF ACTIVITY (Rounded to nearest dollar)
		ALL PARTICIPANTS BY GRADE SPAN (Public, Private, Out of School, and Institutionalized)				ENROLLED IN PRIVATE SCHOOLS	FROM INST'NS FOR NEL. & DEL.	
		PRE-K	KINDER-GARTEN	GRS. 1-6	GRS. 7-12			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	INSTRUCTIONAL ACTIVITIES							
1	ART			795	22	17		20,678
2	BUSINESS EDUCATION				59			1,339
3	CULTURAL ENRICHMENT			206	20			4,577
4	ENGLISH - READING			1842	57	41		37,229
5	ENGLISH - SPEECH				9		2	592
6	ENGLISH - 2ND LANGUAGE			214		13		5,043
7	FOREIGN LANGUAGE			110	9			2,716
8	HOME ECONOMICS				73	2		2,274
9	INDUSTRIAL ARTS				24			1,231
10	MATHEMATICS			1624	78	21		33,235
11	MUSIC			1137	130	59		27,919
12	PHYS. ED./RECREATION			90	96	29		4,943
13	NATURAL SCIENCE			46	23			1,447
14	SOCIAL SCIENCE							
15	VOCATIONAL EDUCATION							
16	SPECIAL ACTIVITIES FOR HANDICAPPED		42	194	9	11		2,562
17	PRE-K & K (EXCEPT FOR HANDICAPPED)	219	225					10,038
18	OTHER							
19	TOTAL ESTIMATED EXPENDITURES FOR INSTRUCTIONAL ACTIVITIES (Sum of 1 - 18) →							155,823
B	SERVICE ACTIVITIES							
1	ATTENDANCE	219	267	6258	609	193	2	13,169
2	CLOTHING							
3	FOOD			1267	944			1,981
4	GUIDANCE/COUNSELING		4	63	348			3,262
5	HEALTH - DENTAL							
6	HEALTH - MEDICAL							
7	LIBRARY	219	267	6258	609	193	2	15,526
8	PSYCHOLOGICAL	187	399	681	191			35,842
9	SOCIAL WORK							
10	SPEECH THERAPY		42	166	9	11		2,429
11	TRANSPORTATION	987	567	23565	1486	457		15,433
12	SPECIAL ACTIVITIES FOR HANDICAPPED			28				1,152
13	OTHER Dissemination & Evaluation	219	267	6258	609	193	2	6,901
14	TOTAL ESTIMATED EXPENDITURES FOR SERVICE ACTIVITIES (Sum of 1 - 13) →							95,695

C	NUMBER OF TITLE I STAFF MEMBERS WHO RECEIVED INSERVICE EDUCATION	1. NUMBER 34	2. ESTIMATED COST →	11,000
D	NUMBER OF PARENTS WHO RECEIVED COUNSELING AND OTHER SERVICES	1. NUMBER 3,000	2. ESTIMATED COST →	included above
E	TOTAL ESTIMATED EXPENDITURES (Sum of A19, B14, C, and D) →			262,518

18 AMOUNT OF TITLE I FUNDS ALLOCATED, APPROVED, AND EXPENDED, FY ENDING JUNE 30, 1967 (Summer)

A TOTAL ALLOCATION	B TITLE I FUNDS APPROVED (Rounded to nearest dollar)			
Included in yearly allocation $ (12 month program)	1. FOR REPORTING AGENCY $	2. FROM OTHER COOP. AGENCIES $	3. TO OTHER COOP. AGENCIES $	4. TOTAL NET AMOUNT APPROVED FOR THIS PROGRAM $

C ESTIMATED EXPENDITURES FOR: →	1. EQUIPMENT	2. CONSTRUCTION	3. OTHER	4. TOTAL
	$ 15,906	$	$ 246,612	$ 262,518

19 OUTSTANDING FEATURES AND ACCOMPLISHMENTS OF THE FY 1967 TITLE I SUMMER PROGRAM (Optional Item)